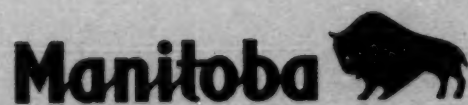
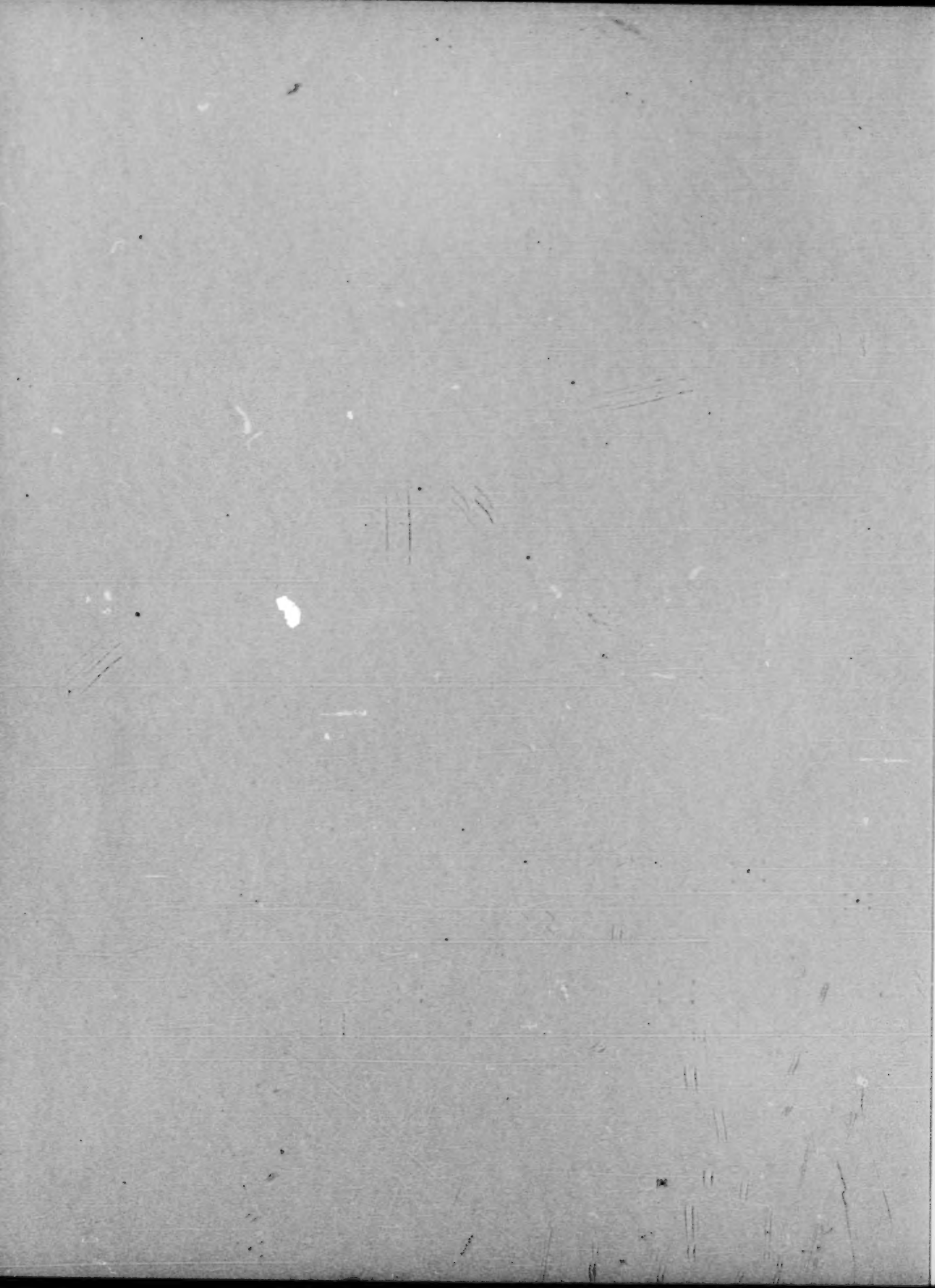


Manitoba Education, Citizenship and Youth

**Annual Report
2006-2007**







2008-04161/

MINISTER OF EDUCATION, CITIZENSHIP AND YOUTH

Room 168
Legislative Building
Winnipeg, Manitoba, R3C 0V8
CANADA

His Honour the Honourable John Harvard, P.C., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

Your Honour:

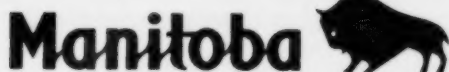
I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education, Citizenship and Youth for the fiscal year ending March 31, 2007:

Respectfully submitted,

Honourable Peter Bjornson







Deputy Minister of Education, Citizenship and Youth
Room 156
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

Honourable Peter Bjornson
Minister of Education, Citizenship and Youth
168 Legislative Building
Winnipeg Manitoba R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education, Citizenship and Youth for the period April 1, 2006 to March 31, 2007.

During 2006/07, the Department continued to work with partners to provide access to relevant, engaging, high quality and responsive education and career development programs that meet the needs of every Manitoba student and youth. I wish to draw your attention to some of the activities and accomplishments that highlighted the year.

In order to support the implementation and delivery of effective instructional strategies and programs, the Department:

- enhanced the support provided to 21 community schools in low-income communities that emphasize parental and community involvement;
- signed a memorandum of understanding with R.D. Parker Collegiate and the School District of Mystery Lake to support improved graduation rates at R.D. Parker Collegiate;
- continued to support and enhance the Aboriginal Education Action Plan, implemented the first program year of the Making Education Work demonstration project for Aboriginal students in 3 public and 3 First Nations schools, and participated in discussions with First Nations schools, the Manitoba First Nations Education Resource Centre and Indian and Northern Affairs Canada regarding providing shared professional learning opportunities;
- continued to support education for sustainable development (ESD) through the integration of the teaching of ESD principles and practices in existing curriculum, identification of learning resources, and the provision of professional learning opportunities;
- expanded assessment practices by introducing province-wide formative assessment of reading and writing competencies in Grade 8, mathematical competencies in Grade 7, student engagement in Grade 7, and ensuring departmental follow-up when assessment results are released;
- implemented a continuum that provides a framework for assessing student literacy in information and communication technology;
- provided sustainable funding for French minority language education for the improvement of the teaching of Basic French courses and the revitalization of French Immersion programming through a renewed French language education partnership with the Government of Canada;

- continued to support the educational needs of learners with special needs by implementing appropriate educational programming regulations/supports, supporting professional learning and practice, and increasing funding in support of special needs students;
- continued to develop a new Arts curriculum, support after-school arts and music enrichment, and promote careers in the arts and cultural sectors;
- continued to provide funding in support of early literacy and numeracy programming and support formative literacy and numeracy assessment/programming;
- continued to support the Technical-Vocational Initiative;
- continued to support curriculum development by prioritizing curriculum development and renewal (with Western and Northern Canadian Protocol partners) in the arts, social studies, sciences and physical education/health education curriculum.

In order to support safe and supportive programming and learning environments, the Department:

- provided funding to school divisions in support of early childhood development and school readiness initiatives, and supported the introduction of the Triple P (positive parenting) program;
- provided funding and developed programming that supports learner engagement in the middle years (Grades 5 to 8), particularly programming that supports experiential learning;
- through youth forums and support for the Youth Advisory Council, emphasized the importance of education in preparing youth for the responsibilities of living in a democratic, diverse, and sustainable society;
- supported student career development by providing youth with information on a comprehensive continuum of career development programs with an emphasis on middle years, and developed two career development courses for Grades 11 and 12 to complement the two already developed for Grades 9 and 10;
- enhanced youth programming by working with partner departments in Healthy Child Manitoba to coordinate youth programs, increasing and enhancing programs for youth in transition and at-risk, and continuing to work with Service Canada to expand the range of services and programming available to Manitoba youth;
- promoted healthy life choices by supporting the new Physical Education/Health Education curriculum, implementing the recommendations in the Healthy Kids, Healthy Futures Task Force Report, and continuing to participate in the CMEC Pan-Canadian Joint Consortium on Health;
- implemented both the English as a Second (now Additional) Language and the Diversity and Equity Action Plans;
- continued to work collaboratively with partners, especially Safe Schools Manitoba, to support the Safe Schools Charter.

The Department worked at maintaining and enhancing infrastructure in support of school and youth programming by:

- working with partners to examine the issues facing rural education, particularly in areas experiencing declining enrolment;
- providing professional learning opportunities related to formative assessment, incorporating Aboriginal perspectives, education for sustainable development, citizenship education and increasing professional development funding for school divisions;

- continuing to support school and division planning and to link school, division and department planning;
- implementing the Capital Funding program for schools by emphasizing multi-year planning, multiple use of school buildings (community activities), and introduction of green building features;
- continuing to fund schools at the rate of economic growth, improving the equitable distribution of provincial funding, and supporting school divisions with the implementation of summary budgeting;
- continuing to work with the Teachers' Pension Task Force on matters of importance to active and retired teachers;
- continuing to work with and support the Teacher Education and Certification Committee;
- continuing to support the Manitoba Text Book Bureau's efforts to provide curricular and other resources to Manitoba's schools in an efficient, effective and economical manner;
- implementing human resource renewal within the Department by developing and implementing a human resource renewal strategy with a particular emphasis on staff professional growth plans;
- continuing to develop and implement an international education strategy.

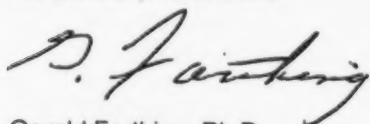
Finally, the Department continued to implement evidence-informed decision making by:

- improving information management practices by working with external partners (Schools Information Management Advisory Committee) to identify efficient and value-added processes, and with internal partners (Steering Committee for Information Management, and ICT Services Manitoba) to plan and implement more efficient processes;
- applying research to decision making by continuing support to the Manitoba Education Research Network (MERN) efforts to connect researchers and practitioners;
- promoting research and evaluation related to education for sustainable development by working with external partners (for example, the United Nations Economic Commission for Europe, the International Institute for Sustainable Development, and the Council of Ministers of Education, Canada).

The Department continued to consult widely with educational partners and to benefit from their input.

It is an honour and a privilege to present this report as a summary of the valuable work of so many departmental employees and partners during 2006/07.

Respectfully submitted,



Gerald Farthing, Ph.D.
Deputy Minister





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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education, Citizenship and Youth. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels relating to the Department's objectives and actual results achieved. Financial performance information is provided with expenditure and revenue variance explanations, and a five-year adjusted historical table of staffing and expenditures.

Mandate

Manitoba Education, Citizenship and Youth (MECY) is charged with the responsibility for setting priorities and allocating funds for the Province's public and independent Kindergarten to Grade 12 school system and for citizenship and youth initiatives. The Department is also responsible for providing policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- The Blind and Deaf Person's Maintenance and Education Act
- The Education Administration Act
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Public Schools Finance Board Act
- The Teachers' Pensions Act
- The Teachers' Society Act

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the Kindergarten to Grade 12 education system.

Manitoba Education, Citizenship and Youth represents the Province in negotiations with the federal and other levels of government, and participates in meetings related to education and education finance with a variety of governmental and non-governmental groups.

Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy, and Manitoba Competitiveness, Training and Trade work co-operatively to present a unified direction for education and training in Manitoba. Manitoba Education, Citizenship and Youth also works collaboratively with other departments to develop and implement Healthy Child initiatives.

The Education, Citizenship and Youth sectors include the following elements:

- early childhood education;
- schools, Kindergarten to Grade 12; and
- youth programs.

Manitoba Education, Citizenship and Youth's goal is to work with partners to provide access to relevant, engaging, high quality, and responsive education that meets the needs of every learner. Specifically for Kindergarten to Grade 12, the Department remained committed to six priorities:

- improve outcomes, especially for less successful learners;
- strengthen links among schools, families, and communities;
- strengthen school planning and reporting;
- improve learning opportunities for educators;
- strengthen pathways among secondary schools, post-secondary education, and work; and

- link policy and practice to research and evidence.

In carrying out its mission, the Department is guided by the following values:

- honesty and integrity
- dedication and commitment
- partnerships and collaboration

Responsibilities

The primary responsibilities of Manitoba Education, Citizenship and Youth are to facilitate the improvement of learning at the Kindergarten to Grade 12 levels, to enhance citizenship development, and to address transition issues for youth. Emphasis is placed on enhancing learner performance, delineating roles and responsibilities across the education system, and facilitating the development and sharing of new knowledge.

The overall responsibilities of the Minister include:

- providing leadership and setting strategic direction for education, citizenship and youth initiatives, and articulating appropriate legislative and regulatory structures;
- setting priorities for, and allocating funds to the Province's public and independent school systems, and to citizenship and youth initiatives;
- working in co-operation with schools and school divisions, colleges, universities and other educational institutions and organizations to ensure that all Manitobans have access to high quality education;
- providing support services to youth so that they can develop their potential in leadership, work, leisure and health;
- representing the Province in negotiations with the federal and other governments; and
- participating in meetings related to education and education finance with a variety of public and private sector organizations.

Programming and Services Overview

For the year ending March 31, 2007, the programs and services of the Department were budgeted under eight main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, MB4Youth, Capital Grants for School Divisions, and Costs Related to Capital Assets.

Corporate Initiatives

Three initiatives have shared mandates and staff from Education, Citizenship and Youth and Advanced Education and Literacy: Aboriginal Education, Sustainable Development and the Technical Vocational Initiative. Education, Citizenship and Youth and Advanced Education and Literacy also share the support of the Aboriginal Education Directorate, Human Resource Services, Financial and Administrative Services, and Systems and Technology Services.

Within Manitoba Education, Citizenship and Youth, Education Administration Services and the Research and Planning Branch provide general support to policy and program development.

Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy, and in collaboration with

Competitiveness, Training and Trade; to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

The Aboriginal Education Directorate co-ordinates the implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within the three education and training departments.

Sustainable Development

Education for Sustainable Development (ESD) was a high priority for MECY in 2006/07. The Department continued to implement the ESD K-12 Action Plan focused on supporting educators in their efforts to incorporate ESD into their teaching and student learning. In 2006/07, curriculum related ESD programs (ESD grants, website development, identifying learning resources) were transferred to the School Programs Division (SPD) to advance and integrate ESD activities across the Department. Details on K-12 ESD programming are highlighted within SPD's section of this report.

MECY supported school divisions and schools in the efforts to enhance the teaching and learning of sustainability in classrooms. In 2006/07 MECY supported 10 schools in their efforts to develop and implement ESD-focused curriculum units. The Department also provided all Manitoba school divisions with funding (totalling \$500,000) during that same period to encourage ESD system-wide.

MECY continued to forge partnerships and collaborate with others at the local, national and international levels to advance ESD in Manitoba.

Locally, the Department provided secretariat and funding support to the Manitoba Education for Sustainable Development Working Group aimed at incorporating ESD into the activities of the formal and non formal educators sectors in Manitoba. Within government, the Department continued to serve on working groups and committees that further sustainable development locally. The Department continues to support community-based ESD initiatives such as the Youth Stewardship in Environmental Sustainability Showcase, the Manitoba Envirothon and others that advance ESD provincially.

Nationally, the Council of Ministers of Education, Canada (CMEC) identified Manitoba as lead on matters having to do with ESD, and to represent provinces and territories in that regard. Through that Council, Manitoba served on the United Nations Economic Commission for Europe's (UNECE) ESD Steering Committee on the development of ESD Indicators. MECY also served on the Board of Directors, Learning for a Sustainable Future (LSF). The Department also partnered with Environment Canada and LSF to establish the National ESD Expert Council and served on its Steering Committee. In 2006/07, the Department also supported the development of the Sustainability and Education Academy led by York University to develop an education program for senior educators on school boards, provincial ministries of education and university faculties of education to create a culture of sustainable development integrated into all aspects of the K-12 and post-secondary systems (policy, curriculum, teaching, learning, professional development, and the sustainable management of human, physical and financial resources).

Internationally, MECY served on the Steering Committee of the UNECE, focusing on the implementation of the UNECE ESD Strategy and Implementation Framework.

In terms of departmental operations, branches carried out management procedures in line with sustainable development including decisions, planning, budgeting and sustainable procurement practices. Branch SD activities are highlighted in their respective reports.

Technical Vocational Initiative

The Technical Vocational Initiative (TVI) was implemented in April 2004 as a three-year joint initiative with Manitoba Advanced Education and Literacy (AEL). TVI's mandate is to revitalize technical vocational education in Manitoba and address the growing skilled labour shortage. TVI has initiated activities related to each of the Action Pillars. It awarded a total of \$1,902.0 to 40 schools across Manitoba for vocational equipment upgrades and \$150.0 for professional development. TVI awarded \$803.0 to 38 demonstration projects throughout Manitoba. TVI is revising vocational programs for currency and relevance, and is developing a standardized program articulation process across different educational levels. In March 2006, TVI hosted a successful first Manitoba Technical Vocational Education Conference. In January 2007, a half day presentation to introduce the concept of school-based teams for career development was held, and in February/March of 2007 regional workshops on "Implementing a Team-Based Career Development Approach in Manitoba Schools" were conducted by Lynne Bezanson and Phil Jarvis.

Early Childhood Education

As a collaborating department in Healthy Child Manitoba, the Department promotes readiness to learn. The Department leads the intersectoral Early Childhood Development Initiative, collaborates on the implementation of the Early Development Instrument and Educaring, and encourages partnership agreements with day cares in schools. Implementation of the Positive Parenting Program (Triple P), a world-renowned parenting program, continued in Manitoba in 2006/07.

Elementary and Secondary Schools

In Manitoba, there are 36 school divisions, 2 special revenue school districts, and 55 independent schools presently receiving funding from the Province. In the 2006/07 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled \$937.7 million, comprised of \$899.6 million in 16-5, Support to Schools, and \$38.1 million in 16-7, Capital Grants to School Divisions. In addition, \$145.1 million was provided in support of school divisions through the Education Support Levy.

For the 2006/07 school year, a funding increase of 2.8% or \$25.0 million was announced to support school divisions.

Public school enrolment on September 30, 2006 was 184,498 pupils. Of this total, 119,936 were in Kindergarten to Grade 8; 60,942 were in secondary grades (Grade 9 to Grade 12); 2,127 were nursery pupils; and 1,493 were not in any grade.

There were 12,878 pupils attending funded independent schools on September 30, 2006. Funding to independent schools for eligible pupils is available for instruction and services, special needs, and curricular materials.

MB4Youth

MB4Youth connects Manitoba youth to employment, learning, training and opportunities for engagement. MB4Youth has continued to enhance programs and services for youth in transition to and from school and work and youth at-risk. MB4Youth has also made Aboriginal youth a priority through the Murdo Scribe 'front end' service delivery centre and by expanding and developing programs and resources targeted at Aboriginal youth and offering cultural awareness training to youth through various programs. MB4Youth offers over 20 programs and services for youth aged 16 - 29 and provides access to over 220 programs and services through the MB4Youth.ca website.

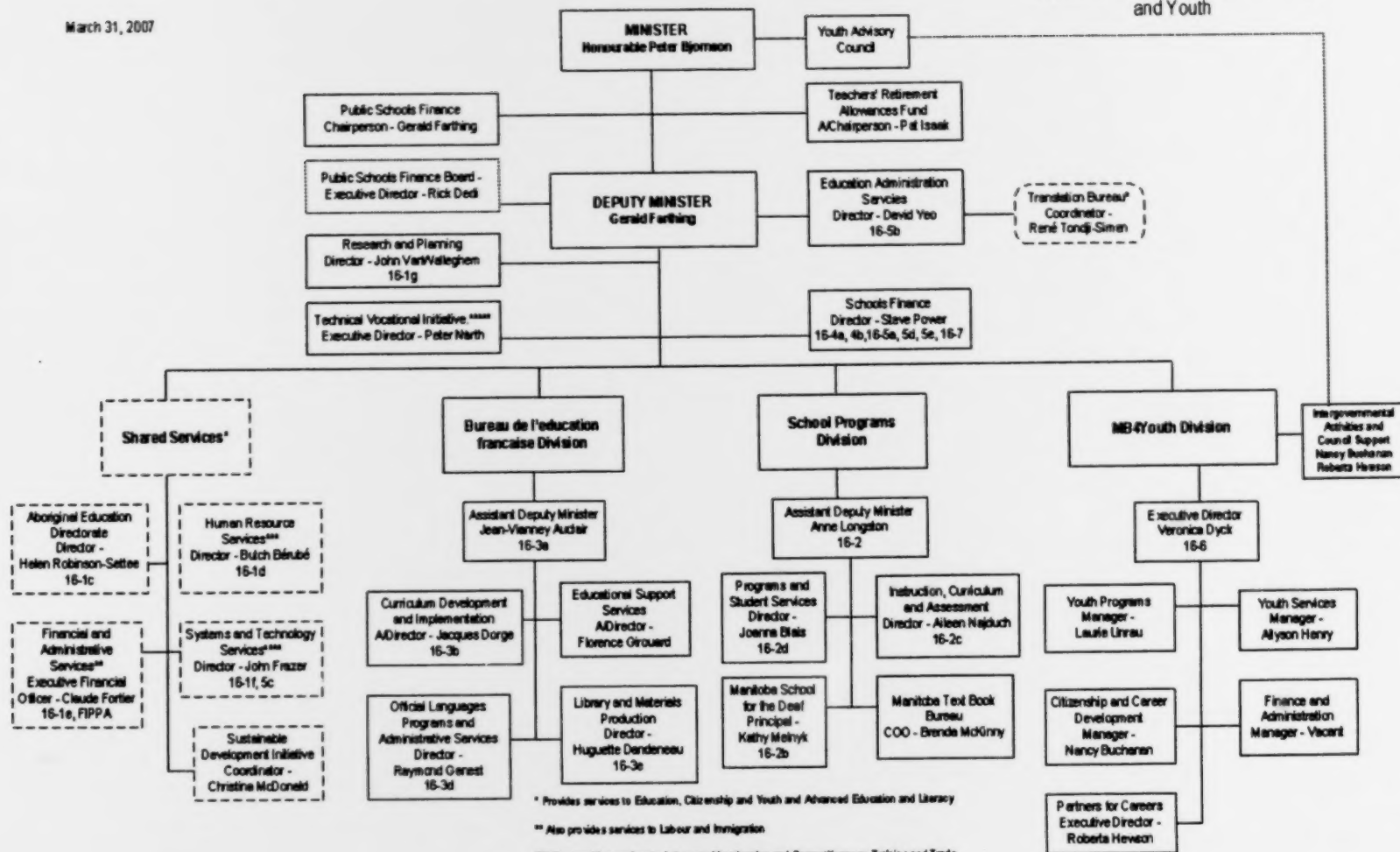
In 2006/07, 7,748 students/youth were employed or assisted through programs and services offered by the Division; 1,689 students/youth were provided with pre-employment assistance and training; 863 projects and/or grants were funded; 379 students/youth participated in citizenship and

leadership activities; and over 23,000 students/youth were provided with career planning support in the areas of résumé and portfolio development, interview preparation, self-marketing skills, and career information.

MB4Youth continues to demonstrate a strong commitment to supporting youth in developing the tools needed to become actively engaged in citizenship and leadership activities and programming. MB4Youth has undertaken several initiatives focused on citizenship and leadership education including the Youth Leadership Scholarships and the Youth Leadership Seminar. MB4Youth strives to meet the needs of Manitoba youth in all of the activities delivered through the Division.

March 31, 2007

Department of Education, Citizenship
and Youth



* Provides services to Education, Citizenship and Youth and Advanced Education and Literacy

** Also provides services to Labour and Immigration

*** Also provides services to Labour and Immigration and Competitiveness, Training and Trade

**** Also provides services to Competitiveness, Training and Trade

***** An initiative of Advanced Education and Literacy, Education, Citizenship and Youth and Competitiveness, Training and Trade

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy (formerly Advanced Education and Training). In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Aboriginal Education Directorate, Human Resource Services, Financial and Administrative Services, Systems and Technology Services, and Research and Planning.

The Administration and Finance Division maintains responsibility for management information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the departments to ensure the effective, efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance	Expl. No.
	\$000	FTE	\$000	Over (Under) \$000	
Salaries and Employee Benefits	30.3	1.00	30.4	(0.1)	
Total Sub-Appropriation	30.3	1.00	30.4	(0.1)	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance	Expl. No.
	\$000	FTE	\$000	Over (Under) \$000	
Salaries and Employee Benefits	490.3	8.00	543.1	(52.8)	
Other Expenditures	149.1		114.6	34.5	1
Total Sub-Appropriation	639.4	8.00	657.7	(18.3)	

1. Over expenditure is due to higher travel expenses than budgeted and other minor miscellaneous variances.

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. The objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Citizenship and Youth (MECY) and Manitoba Advanced Education and Literacy (MAEL); to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within MECY and MAEL.

AED continues to work with and support the Aboriginal Education Directorate Advisory Council (AEDAC), which provides advice and guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people. AED continues to work with and support the Advanced Education, Training and Literacy Aboriginal Advisory Council (AETLAAC) which provides advice and guidance and makes recommendations on matters as they relate to post-secondary education, training, literacy and employment.

Directorate staff participated in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies.

AED partners with all provincial educational institutions to make post-secondary education more inclusive and culturally relevant for Aboriginal students and to promote Aboriginal teacher education.

AED continues to implement the Aboriginal Identity Field (AIF). The purpose of the AIF, which has been integrated within the province-wide Education Information System, is to improve baseline data collection. A promotional strategy of the AIF was conducted in the 2006/07 school year and will continue throughout the 2007/08 school year.

The results of the Aboriginal Teachers' Questionnaire were received by AED and will be completed in 2007/08.

MECY continues to lead the Council of Ministers of Education, Canada's Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

AED co-ordinates 38 Building Student Success with Aboriginal Parents demonstration projects and 21 Community Schools Partnership Initiative project sites.

MECY participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website project. MECY continued to co-chair the WNCP First Nations, Metis & Inuit Education Directors Table.

Over one hundred cultural and anti-racist education workshops were conducted during the 2006/07 fiscal year. These include direct service to schools, educators, post-secondary institutions, parents, government departments, and community agencies.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, the Aboriginal Council of Winnipeg, grassroots organizations, and educational stakeholders.

An Aboriginal Human Resource Strategy for MECY and MAEL was developed by AED and the Human Resource Services Branch, and is incorporated into the Civil Service Renewal Strategy. AED co-ordinates the Aboriginal Networking Group for department staff.

Directorate staff participated and collaborated in the development and effective delivery of training strategies to improve Aboriginal participation in the labour force.

AED and Adult Learning and Literacy, in collaboration with the Manitoba Education Research Network and the University of Winnipeg, initiated the development of an Aboriginal Adult Learning Circle, which was initially funded through a one-time grant from the Canada Council on Learning, Adult Literacy Knowledge Centre.

AED participated as education lead at the Manitoba Framework Agreement Initiative table.

Sustainable Development

AED has co-ordinated its branch activities within sustainable development and procurement guidelines through the use of services by Aboriginal businesses in Manitoba and by the purchase and use of recycled paper and toner cartridges.

1 (c) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	469.6	8.00	602.1	(132.5)	1
Other Expenditures	339.0		276.7	62.3	2
Total Sub-Appropriation	808.6	8.00	878.8	(70.2)	

1. Under expenditure is due to two vacancies, the under filling of two positions, lower than anticipated pension liability costs, and other minor variances.
2. Over expenditure is mainly due to costs associated with the Aboriginal Research Forum, Aboriginal Identity Field brochures, Aboriginal Research Councils, the framework for Awareness Manual, grant payments to the Aboriginal Circle of Educators, Restoring the Sacred, National Treaties 1-11 gathering, Indian and Métis Friendship, and other minor variances, partly offset by lower costs than anticipated for the Community Schools Partnership Initiative and New Initiative funding for the promotion of departmental programming not utilized.

Human Resource Services

This branch reports to the deputy ministers of the departments within the amalgamated sector. This includes Advanced Education and Literacy; Education, Citizenship and Youth; Labour and Immigration; Competitiveness, Training and Trade and Manitoba Gaming Control Commission as well as two Special Operating Agencies: the Office of the Fire Commissioner and Manitoba Text Book Bureau.

The Branch assists departmental management in the delivery of programs by providing a comprehensive range of human resource management services including pay and benefits services.

The Branch operates first and foremost as a service provider in all areas of human resources. Services provided include recruitment and selection, staff relations, organizational review, design and consultation, classification and job analysis, performance management, employee counselling and referral, management and staff development, salary and benefits administration, Human Resources policy development and administration, Respectful Workplace, and Workplace Health and Safety. These services are also provided to the Special Operating Agencies within the Human Resources amalgamated sector.

This branch is also responsible for the pro-active co-ordination of the employment equity and diversity programs within each individual business area in the amalgamated sector. The majority of the human resource professionals of the Branch have delegated Civil Service Commission signing authority and as such have accountability to the Civil Service Commission.

The Branch provides co-ordination of common concerns and issues with other government agencies, which have responsibilities in the human resource area, including other provincial government amalgamated sectors, central agencies and other levels of government. The Human Resource Services Branch works closely with the Civil Service Commission and the Labour Relations Division of Treasury Board.

Sustainable Development

The Human Resource Services Branch is committed to Manitoba's sustainable development initiative and will continue to practice and enhance its involvement. This includes standard initiatives such as using recycled paper, remanufactured toner cartridges, blue box recycling of paper and recycling aluminum cans, glass and plastic bottles as well as turning off lights, computers, photocopier and printers whenever possible.

1 (d) Human Resource Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	831.8	14.00	873.9	(42.1)	
Other Expenditures	155.3		147.7	7.6	
Total Sub-Appropriation	987.1	14.00	1,021.6	(34.5)	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy (formerly Advanced Education and Training). Responsibilities include ensuring that the comptrollership functions of both departments and of Manitoba Labour and Immigration are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes, and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performances; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, and compliance with all financial management, financial planning, and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness and concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the

use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail. The goal of the Branch is to include sustainable development principles and guidelines in its regular activities on a continuous basis so that the inclusion of such principles and guidelines becomes an instinctive element in the conduct of branch activities.

1 (e) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	705.1	11.50	761.7	(56.6)	
Other Expenditures	177.0		213.2	(36.2)	
Total Sub-Appropriation	882.1	11.50	974.9	(92.8)	

Systems and Technology Services

The Systems and Technology Services (STS) Branch provides services across Manitoba Advanced Education and Literacy, Manitoba Education, Citizenship and Youth, and several branches that are now part of Competitiveness, Training and Trade to improve program efficiency and accountability through the use of information technology. In addition, STS is responsible for providing a departmental computing environment including information databases, customized applications, and backup/recovery services for program requirements outside the scope of the managed desktop environment. The departmental computing environment is managed using the standards identified through Information Technology Infrastructure Library (ITIL) methodology. The STS ITIL Service Desk received and processed over 2,000 Service Requests during 2006/07.

STS supports the technology and innovation needs for Manitoba Advanced Education and Literacy and Manitoba Education, Citizenship and Youth. The Branch offers a Project Management Office (PMO) so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. STS represents both departments to central units such as ICT Services Manitoba (ICTSM).

STS is working with Advanced Education and Literacy, and branches of Competitiveness, Training and Trade on a portfolio of projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches, and streamline traditional paper processes.

STS works closely with all areas within Manitoba Advanced Education and Literacy, Manitoba Education, Citizenship and Youth, and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs, and business requirements of the educational community (post-secondary and K-12) serviced by both departments.

Sustainable Development

STS encourages the use of websites for the storage and dissemination of departmental forms (Goal #2 - Pollution, Prevention and Human Health Protection). The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings (Goal #3 - Reduction of Fossil Fuel Emissions).

1 (f) Systems and Technology Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	932.4	12.00	884.4	48.0	
Other Expenditures	196.2		234.9	(38.7)	
Total Sub-Appropriation	1,128.6	12.00	1,119.3	9.3	

Research and Planning

The Research and Planning Branch is mandated to work with all operating units of Manitoba Education, Citizenship and Youth (MECY) to support policy and program development. The Branch takes a lead role in conceptualizing, designing, undertaking, and supporting effective research, planning, evaluation, and knowledge management activities. The Branch collaborates with and assists the Deputy Minister, the School Programs, Bureau de l'éducation française, and MB4Youth divisions, the Aboriginal Education Directorate, other government branches; and external educational stakeholders.

During 2006/07, Branch staff led the following MECY activities and initiatives.

Department planning and reporting: facilitating department-wide processes including preparing the Priorities and Strategies Overview, contributing to the Department's annual report, linking planning to budgeting, and preparing for an initial published strategic plan.

The Statistical Profile of Education and Training in Manitoba: an annual compilation of financial, enrolment, and resource information about MECY and Manitoba Advanced Education and Literacy. The Branch co-ordinated data gathering and web-based publication.

Annual Graduates Survey: provides MECY's official statistics on Grade 12 graduation.

Business Continuity Planning: a Government mandate to prepare for emergency response. The Branch led the MECY preparation of response plans.

Knowledge management: the Branch reviewed and disseminated department-relevant information on provincial and federal budgets and throne speeches, and collaborated with various partners including other governments to analyze and report on statistical and research information.

The Class Size Grant: introduced in 2003 for demonstration and research over three years and extended to 2006/07 with 18 school division projects funded. The Branch managed the grant proposals and funding, worked with successful applicants, and shared learning. The Branch also developed and solicited applications for an expanded Class Size Grant process for 2007-2010.

Planning in Education: supports improved planning and reporting processes by schools and school divisions. A working group reviewed and reported on school and school division plans for 2006/07, as well as their reports to communities. The initiative implemented a website for sharing annual plans among schools.

Making Education Work demonstration/research project: a partnership with the Canada Millennium Scholarship Foundation. The Branch co-ordinated the project targeted at senior years Aboriginal students in six Manitoba schools with the intent of increasing graduation rates and encouraging post-secondary participation. Accomplishments included completing

Grade 10 curriculum development, outlining Grades 11 and 12 curriculum, completing student recruitment and initial data surveys, and implementing Year 1 of the program.

Transitions research: in partnership with the Canada Millennium Scholarship Foundation and other provinces, the Branch continued work on two surveys of students' transition planning and experiences – one of Grade 6 to Grade 12 students and the other of Grade 12 students from 2003. Initial draft reports were completed. The Branch also participated in a partnership with Human Resources and Social Development Canada (HRSDC) to analyze federal data related to Manitoba.

The Manitoba Education Research Network (MERN): a unique network of education faculties, educators, and department staff with the purpose of both facilitating and disseminating Manitoba educational research. The Branch continued as the main organizational support to MERN. During 2006/07, MERN held several provincial research forums, maintained a website and other communications, and facilitated or supported numerous research partnerships. Researcher Profiles began as a regular feature in *Education Manitoba*. New publications were designed to occur in 2007/08:

The Manitoba Centre for Health Policy: The Branch provided technical support to the Centre, facilitated the data-sharing agreement, and acted as a conduit for relevant Centre research.

Council of Ministers of Education, Canada (CMEC) and related projects: the Branch provided executive support to the Minister and Deputy Minister. The role includes liaison with national research organizations such as the Canadian Education Statistics Council. The Branch played a lead role in the CMEC's Aboriginal Education Action Plan, particularly Objective 2 on data management and indicator development.

Pandemic planning support document: with Manitoba Health, the Branch developed a support document to help school divisions plan for a possible influenza pandemic. The document content was completed with publication to occur in 2007/08.

Branch staff also supported projects and initiatives that were led by other units:

- The Career Development Initiative
- The Aboriginal Education Action Plan and the Aboriginal Education Research Forum
- The Community Schools Partnership Initiative
- The Technical Vocational Initiative
- Diversity and Equity Action Plan
- Rural education
- Information management
- The annual Education Information System (EIS) implementation
- The Future to Discover research/demonstration project
- Sustainable Development
- Human Resource Renewal Initiative
- The annual Science, Technology, Energy and Mines research and development survey
- Career Trek
- The English as an Additional Language Strategy for Aboriginal Learners project
- Community Schools Partnership Initiative
- JUMP Math
- STEP services

Sustainable development

The Research and Planning Branch continues to implement activities as identified in the Manitoba Education, Citizenship and Youth's Sustainable Development Procurement Action Plan.

Sustainability is a lens applied to the crafting of research partnership activities. One major activity is the office recycling program, which will reduce solid waste sent to the landfill. In addition, the Branch is using environmentally preferred products and services and preferred providers in its daily operations.

1 (g) Research and Planning

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	705.3	8.50	844.7	(139.4)	1
Other Expenditures	435.2		390.2	45.0	
Total Sub-Appropriation	1,140.5	8.50	1,234.9	(94.4)	

1. Under expenditure is due to a payment for one position budgeted in salaries but paid from Other Expenditures due to a secondment with Peguis First Nation, casual staff budget not utilized, the under-filling of one position, and other minor variances.

Recoverable from Advanced Education and Literacy

Administrative support is provided to the Department of Advanced Education and Literacy (formerly Advanced Education and Training) in the areas of human resource services, financial and administrative services, systems and technology services, and initiatives related to Aboriginal education and training.

1 (h) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Recoverable from Other Appropriations	(1,625.0)		(1,625.0)	0.0	
Total Sub-Appropriation	(1,625.0)	0.00	(1,625.0)	0.0	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for educational programming in Manitoba schools from Kindergarten to Grade 12 (K-12) through the development and implementation of a policy and program framework for the K-12 school system.

This mandate is achieved through the work of the Division Administration office, Manitoba School for the Deaf, Instruction, Curriculum and Assessment Branch, Program and Student Services Branch, and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation, and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; and ensures ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	271.1	4.00	278.5	(7.4)	
Other Expenditures	73.6		76.5	(2.9)	
Total Sub-Appropriation	344.7	4.00	355.0	(10.3)	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing Unit which provides support to over 300 students throughout Manitoba who are Deaf and Hard of Hearing. Some of the staff at the school work as Outreach Team members and travel to various locations in the Province; some staff work as specialized resource personnel supporting student needs both in school and throughout the Province, and some staff remain in the school and/or classrooms full-time to provide on-site school-based education. The on-site school-based staff provide education based on the Manitoba provincial curriculum to students from Kindergarten to Grade 12, who are Deaf and Hard of Hearing in an American Sign Language (ASL) – English bilingual/bicultural environment. The focuses during the 2006/07 school year were: 1) begin implementation of outreach initiatives in order to provide enhanced support to school divisions throughout the Province (ex: technology development, resource sharing, specialized programming support, networking program); 2) begin the Home Stay program as a residential option for students living outside of Winnipeg; 3) enhance ASL proficiency throughout the school and Unit (ex: ASL Proficiency Interviews, ASL curriculum; and 4) maintain strong community partnerships (ex: University of Manitoba Post Baccalaureate Deaf Education specialization, Red River Community College practicum's, John Taylor Collegiate integration, school division links, Manitoba Visual Language Interpreters, Aboriginal links). The school also has a partnership with the Toyohashi School for the Deaf in Japan and participates in regular student exchange visits.

Sixty-one students attended MSD during the 2006/07 school year. Nine students lived in the on-site residence during the week and returned home on weekends and holidays. Six other students lived

in home environments, as part of the Home Stay program, during the week and also traveled home on weekends and holidays. Some of the ongoing school-based highlights include: the Robotics Club; the Drumming Club; the Girls' Club; sports intramurals; and numerous student council field trips. The school also has an Advisory Council for School Leadership who provided support and direction to administration, staff, and the community with regards to development of the school vision.

Sustainable Development

The Manitoba School for the Deaf has continued its designation as an Environmental Green School through continued efforts in environmental awareness and recycling projects. During the past year an effort was made to increase recycling opportunities at all school levels and in the residential program. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	3,299.1	59.35	3,332.8	(33.7)	
Other Expenditures	620.5		585.2	35.3	
Total Sub-Appropriation	3,919.6	59.35	3,918.0	1.6	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch is to articulate the K-12 English program framework that is the basis of teaching, learning, and assessment in Manitoba schools and to support its implementation. Branch activities are framed in the context of the K-S4 Education Agenda.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following five units:

- Development Unit
- Implementation Unit
- Distance Learning and Information Technologies Unit
- Document Production Services
- Finance and Administration Unit

The Development Unit is responsible for the development and implementation of provincial curricula (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas as well as the development of Grade 12 Standards Tests in English Language Arts and Mathematics/Mathématiques. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports initiatives such as career development, diversity and equity, citizenship, and sustainable development. In addition, staff provide input into the development of distance learning courses, the integration of technology into curriculum, and the identification of curriculum-matched learning resources.

The Implementation Unit is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8; and the implementation of the Province's Grade 12 standards testing program (English Language Arts and Mathematics for all school programs). The Unit also serves educators, the public, and government by providing expert

advice and services in the areas of instruction, assessment and evaluation, research, statistics, and interpretation of educational assessment data and reports. Staff from the Unit has the lead role on the Middle Years Initiative, co-ordinate Manitoba's participation in national and international assessment programs, and facilitate reviews of curriculum-matched learning resources.

The Distance Learning and Information Technologies Unit is responsible for collaboratively developing and implementing information and communication technology (ICT) policy and projects to support teaching, learning, and assessment in K-12. The Unit supports school division implementation of *Literacy with ICT Across the Curriculum* and co-ordinates distance learning course development (print and electronic). The Unit manages the K-12 (English) section of the Department's website to facilitate communication and delivery of policy and program information to educational stakeholders and provides print and electronic courses, materials and services for distance learners.

Document Production Services responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions which relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators, and the public. These documents include provincial standards tests, administrative manuals, reports, correspondence, policy documents, curriculum documents, distance learning courses, support documents, brochures, newsletters, and annotated bibliographies.

The following information highlights the major activities of these units within the Instruction, Curriculum and Assessment Branch.

Curriculum Activities:

Manitoba Curriculum Projects

- A Kindergarten to Grade 8 mathematics implementation team continued work on the Manitoba Framework and Foundation for Implementation documents.
- In 2006/07 Instruction, Curriculum and Assessment Branch released new social studies curricula for Grades 7, 8 and 9 and began work on the Grade 11 Canadian History curriculum.
- In the area of physical education/health education, two resource documents were completed to provide background for discussion of the development of mandatory K-12 physical education/health education curricula related to the recommendations of the *Healthy Kids, Healthy Futures Task Force Report* and consultations with the field. The two documents are:
 - *Scheduling K-8 PE/HE: A Resource for School Administrators*
 - *Implementation of Grade 11 and 12 PE/HE: A Policy Document*
- In the area of science, the Branch completed the foundation for implementation documents for Grade 11 Chemistry and released Grade 12 Chemistry (Draft) for voluntary implementation; feedback from selected chemistry educators will inform the revisions to the final draft scheduled for release in Fall 2007.
- Branch staff have continued to work towards finalizing the Kindergarten to Grade 4 frameworks of outcomes for Arts Education and initiated work on an on-line Foundation for Implementation resource.
- Drafts of the Grade 9 and Grade 10 Career Development curricula, based on the Blueprint for Life/Work design, were released for voluntary implementation.
- The framework for Senior Years Industrial Arts/Technology Education has been completed and was sent for desktop publishing.
- In the area of English as an Additional Language (EAL), initiatives focused on the implementation of the ESL Action Plan released in May 2005. Development work continued on the K-12 EAL curriculum framework with a new draft document posted on the web for consultation in September 2006. Development of a Grade 9 EAL Literacy course for learners from war-affected backgrounds was initiated in the summer of 2006. In addition, *The Languages We Speak* symposium concerning Aboriginal learners and EAL issues was held in February 2007 and work initiated on improving educational pathways for adolescent and

young adult learners in high schools, adult learning centres and adult English language programs in collaboration with Labour and Immigration and Advanced Education and Literacy.

- In the area of International languages, the Branch initiated the development of a K-6 Hebrew Language Arts curriculum framework.
- The *Kindergarten to Grade 12 Aboriginal Languages and Cultures in Manitoba: Manitoba Curriculum Framework of Outcomes (Draft)* was finalized and posted online. Work is in progress on the further development of the *Kindergarten to Grade 4 Aboriginal Languages and Cultures in Manitoba: A Foundation for Implementation (Draft)*. Work is also in progress to review and compile a list of recommended Aboriginal language resources relevant to Manitoba.
- A draft of the Grade 12 Current Topics in Aboriginal Studies course has been completed and will be finalized following input from the field.
- Feedback from stakeholders was used to develop the final version of the *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcome, 2006*.
- Development teams have been struck to develop frameworks of outcomes for Hairstyling, Power Mechanics, Building Construction, and Food Service. Teams have also been assembled to deal with seven other technology areas: Welding, Electrical, Health-Care Aid, Information Technology, Electronics, Autobody and Media (Graphic/Printing).

Western and Northern Canadian Protocol (WNCP) Curriculum Projects

- The WNCP Kindergarten to Grade 9 Mathematics Common Curriculum Framework was released in June 2006. Work is continuing on the Grades 10-12 Mathematics Common Curriculum Framework.
- Branch representatives and a teacher team of four reviewers participated in the WNCP review of textbooks for Kindergarten and Grades 1, 4 and 7.
- As a partner in the WNCP consortium, the Branch consultant for International languages continued inter-jurisdictional work on curriculum materials for Ukrainian and German language programming.
- Manitoba has participated in initial meetings regarding a WNCP Arts project, resulting in a project charter for the first phase of the project – a literature review on Arts education.
- Charters were approved and working groups were established for two projects – Cultural Appropriateness and Accuracy and Developing, Enhancing and Promoting the WNCP Aboriginal Languages and Cultures Website.

Assessment Activities:

- In 2006/07, the Instruction, Curriculum and Assessment Branch provided support and professional learning sessions to teachers, schools, and divisions on the Grade 3 assessment in reading and numeracy.
- The first phase of the Middle Years Assessment (Mathematics in Grade 7; Writing in ELA in Grade 8) was implemented across the Province. Professional learning opportunities and support documents were provided to teachers to assist with the first year of implementation. Schools used a web-based application to submit student-level data to the Department.
- The WNCP document on classroom-based assessment, *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*, was used to launch the Department's Assessment Initiative externally (with representatives from all school divisions) and internally (with School Programs Division and Bureau de l'éducation française staff). As part of the initiative, a support document on reporting student achievement was commissioned. Staff responded to numerous requests for workshops/supports related to classroom-based assessment.
- Standards tests based on Grade 12 English Language Arts, Grade 12 Pre-Calculus Mathematics/mathématiques pré-calcul, Applied Mathematics/mathématiques appliqués, and

Consumer Mathematics/mathématiques du consommateur curricula were administered in June 2005 and January 2006.

- Branch staff collaborated with the Council of Ministers of Education, Canada and Statistics Canada with the administration of the Program for International Student Assessment (PISA) (Science literacy focus) in the spring of 2006. A few schools in Manitoba participated in the pilot of the new Pan-Canadian Assessment Program (PCAP) and Manitoba hosted marking sessions for the PCAP pilot.
- The Branch maintained an information base on the results of the assessments and standards tests prepared by the School Programs Division and the Bureau de l'éducation française.

Information and Communication Technology Activities:

The Instruction, Curriculum and Assessment Branch co-ordinates projects that focus on engaging students in learning experiences related to student achievement of curricular outcomes, while ensuring that they also develop the ability to think critically, creatively, and ethically with information and communication technology as identified in *Literacy with ICT Across the Curriculum* (2006).

Computer Applications Framework

Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes was released in February 2007. Schools may implement the courses outlined in the framework voluntarily during the 2006/07 and 2007/08 school years. Full implementation will start in the 2008/09 school year.

Literacy with ICT Across the Curriculum

The development continuum for *Literacy with ICT Across the Curriculum* (LwICT) was released in print and on the web in September 2006. Implementation teams from every Manitoba school division are providing professional learning for their teachers with the support of ICAB staff. Individualized consultation sessions were held in every school division to support planning for implementation of LwICT. Ten 2-day professional learning sessions were held to increase the capacity of divisional implementation teams. Over 200 teachers and 3,000 students participated in a pilot of the electronic portfolio ePearl, which supports the assessment of student literacy with ICT across the curriculum.

Curriculum Multimedia Support

Curriculum Multimedia projects resulted in a variety of multimedia programs, which support Manitoba curriculum, including videos, DVDs/CD-ROMs, and web material. Topics for 2006/07 video productions included electronics, science, sustainable development, Aboriginal perspectives, physical education/health education, special needs, early childhood, multi-level classroom instruction, and social studies.

Curriculum Navigator (CN2)

Curriculum Navigator version 1 continues to be available for use by K-8 teachers. Curriculum Navigator version 2 is currently being populated with strategies for the infusion of information technology with curriculum for use by K-8 teachers in the 2007/08 school year. Implementation activities related to the use of this dynamic resource will continue throughout 2007/08. An enhancement of the system, focused on social studies and sustainable development, is under development.

Technology Education (Vocational)

Regional dialogue sessions were held to provide information on how to create a career development culture in schools using a team-based approach. Attendees engaged in a structured dialogue to identify the skill development necessary to produce and maintain a school team-based career development approach to assist youth in transitioning through life. Information was also provided on the increasing demand for skilled workers in Manitoba.

Consultation services and workshops have been provided regarding the current changes in workplace safety legislation. School division personnel have received training on the creation of Safe Work Procedures utilizing job hazard analysis. Support has also been provided to school divisions that are working with the Public Schools Finance Board on new construction projects and/or renovation projects that include Industrial Arts/Technology Education and/or Human Ecology facilities.

Web Technologies

The content and organization of the K-12 website is managed by staff within the Distance Learning and Information Technologies Unit. Website content increases steadily: the website includes more than 7,000 web pages, more than 6,000 PDF documents, and 15 interactive web applications. Use of the website continues to increase steadily.

A website in support of the *Literacy with ICT Across the Curriculum* was developed to provide resources and support to implementation teams and is continuously updated. As well, the Web Technologies project provided support for the design, development and maintenance of the following websites:

- WNCP Aboriginal Languages
- Community Schools Program Initiative (CSPI)
- Aboriginal Education Research Forum (AERF)
- Sustainable Development
- ArtsSmarts Manitoba
- Council of Ministers of Education, Canada (CMEC) Online Learning Portal

Distance Learning Activities:

Development of Print-based Distance Learning Courses

Field validation versions of two new print-based distance learning courses were released in 2006/07, along with one final version. Minor revisions to 34 existing courses were completed.

Development of Web-based Distance Learning Courses

Forty-two online courses were developed. Eighty new online teachers were trained in web-based teaching methodology.

Online Delivery of Web-based Courses

As of March 2007, over 2,000 web-based course sections have been set up for Manitoba teachers. There are more than 6,000 users in the web-based course system. This represents a 50% increase over 2006.

Independent Study Option (ISO)

Independent Study Option (ISO) enrolment statistics for April 1, 2006 to March 31, 2007 totalled 3,380, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' courses that allow them to be eligible to continue into post-secondary education. In addition, there was an increase in ISO courses sold to Manitoba teachers as reference materials, with 1,400 copies distributed throughout the Province.

Teacher Mediated Option (TMO)

The Teacher Mediated Option, which provides additional teacher support to distance learners, offered 28 courses to 598 students in 39 schools.

Strategic Technology-Assisted Professional Learning Environment (STAPLE) Project

Work is in progress to create a Professional Learning Online environment. A project to gather examples of existing professional learning practices has been completed and this information will be included in The Manitoba Professional Learning Process (MPLP) support document and interactive website that will be released during the 2006/07 school year.

Learning Resources Activities:

The Instruction, Curriculum and Assessment Branch is responsible for the identification of print and multimedia learning resources in support of new, existing, and revised curriculum and distance learning courses. In 2006/07, reviews were completed for the identification of integrated resources, content based, and literacy resources for K-12 English as an Additional Language (EAL), Grades K, 1, 4 and 7 Mathematics (as part of the WNCP), and Grades 7-9 sustainable development. Mini-reviews were completed for Grades 11 and 12 Chemistry and Grade 9 Social Studies. In response to a request for proposals, staff have been working with a publisher on the development of Grade 5 and Grade 6 Social Studies texts for Manitoba students.

Document Production Activities:

Project teams, comprised of Instruction, Curriculum and Assessment Branch staff and teachers from across Manitoba, also initiated or continued work on the following documents during 2006/07:

Curriculum Documents

Edited and published these documents:

- *English Language Arts: English as an Additional Language for Academic Success: A Course for Senior 4 EAL Learners*
- *Grade 11 Chemistry: A Foundation for Implementation*
- *Grade 7 Social Studies: People and Places in the World: A Foundation for Implementation*
- *Grade 8 Social Studies: World History: Societies of the Past: A Foundation for Implementation*
- *Grade 9 Social Studies: Canada in the Contemporary World: A Foundation for Implementation*
- *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes*

Independent Study Courses

- Released 1 final print-based independent study course
- Edited and desktop published revisions for 39 independent study courses

Policy and Support Documents

Edited and published these documents:

- *Aboriginal Education Action Plan, Highlights Report, Year 2, 2005-2006*
- *À l'appui des écoles favorisant l'inclusion : Guide de l'élaboration et de la mise en œuvre des programmes à l'intention des élèves atteints de troubles du spectre autistique*
- *Appartenir, apprendre et s'épanouir : Plan d'action pour l'équité ethnoculturelle de la maternelle à la 12^e année*
- *Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Communities: Final Consultation Report, 2006*
- *Belonging, Learning, and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity*
- *Comment aider votre enfant à réussir à l'école : Guide destiné aux parents et aux familles des élèves autochtones*
- *Consultation on Proposed Changes to Senior Years Programs and Graduation Requirements: Summary Report 2006*
- *A Continuum Model for Literacy with ICT Across the Curriculum: A Resource for Developing Computer Literacy*
- *Developmental Reading Continuum (Phase 1) and Frequently Asked Questions About the Developmental Reading Continuum (Phase 1)*
- *Education Manitoba Print/Online (May 2006, October 2006, February 2007)*

- *Evaluating Out-of Province Course Completions for Senior Years Credits: A Guide for School Administrators*
- *Évaluation au niveau des années intermédiaires : Communication des résultats au Ministère : Application Web—Guide de l'utilisateur, Janvier 2007*
- *Formulaire de demande de subvention 2006-2007 pour le Mois de la musique*
- *Helping Your Child Succeed in School : A Guide for Parents and Families of Aboriginal Students*
- *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*
- *Interprétation et utilisation des résultats des évaluations et tests provinciaux : un document d'appui à l'intention des enseignants, des administrateurs et des conseillers*
- *Interpreting and Using Results from Provincial Tests and Assessments: A Support Document for Teachers, Administrators, and Consultants*
- *Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008*
- *Le plagiat et l'honnêteté dans les études*
- *Literacy With ICT Across the Curriculum: A Developmental Continuum—5 Posters*
- *Literature List*
- *Manitoba Music Month Grant Application 2006-2007*
- *Manitoba Rocks! Garage Band Project 2006-2007*
- *Manitoba's Celebration of Excellence in Teaching, Minister's Awards, 2006-2007: Selection Committee Guidelines and Processes, December 2006*
- *Me read? No Way! A practical guide to improving boys' literacy skills*
- *Middle Years Assessment: Grade 7 Mathematics: Support Document for Teachers: English Program*
- *Middle Years Assessment: Grade 7 Student Engagement: Support Document for Teachers: English Program*
- *Middle Years Assessment: Grade 8 English Language Arts: Reading Comprehension and Expository Writing: Support Document for Teachers*
- *Middle Years Assessment in Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*
- *Middle Years Assessment: Reporting Data to the Department: Web Application User's Manual, January 2007*
- *Music Month: Celebrating Music in Manitoba Schools—April 2007*
- *Not in My School!*
- *Pas dans mon école!*
- *Plagiarism and Academic Honesty*
- *Plan d'action pour l'équité ethnoculturelle de la maternelle à la 12^e année, 2006-2008*
- *Professional Learning Opportunities: For Kindergarten to Grade 12 Educators and Administrators, August 14-24, 2007*
- *Projet d'évaluation au niveau des années intermédiaires Mathématiques 7^e année : Document d'appui à l'intention des enseignants : Programme français et programme d'immersion française*
- *Reading and Writing in Action*
- *Scheduling Kindergarten to Grade 8 Physical Education/Health Education: A Resource for School Administrators*
- *St. Laurent, a Métis Community: Saint-Laurent, une communauté métisse, Teacher's Guide*
- *Un travail collectif : Guide à l'intention des parents sur le processus formel de règlement des différends*
- *Working Together: A Parent's Guide to Formal Dispute Resolution*

Annotated Bibliographies of Learning Resources

Edited and published these documents:

- *Education for Sustainable Development: A List of Titles with Suggested Uses for Senior 2 to 4: A Reference for Selecting Learning Resources (April 2006)*

- *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources, Revised Edition March 2007*

Field Support Activities:

- Consultants worked with teacher implementation teams to deliver regional Year at a Glance sessions in support of early years and middle years mathematics, K-4 and 5-9 social studies, Grades 10-12 science, and K-10 physical education/health education. Branch consultants also supported implementation of the Middle Years Assessment, Grade 3 Assessment in Reading and Mathematics, and the Early Numeracy Initiative. Consultants also co-ordinated summer institutes related to mathematics, physical education/health education, social studies, as well as assessment and literacy across the curriculum (the latter two in partnership with the University of Manitoba).
- In response to requests, consultants delivered school/divisional in-services for teachers and/or administrators related to Education for Sustainable Development, English Language Arts, mathematics, science, physical education/health education, classroom-based assessment, using assessment information, Aboriginal awareness, International language programming, English as an Additional Language (EAL) programming, and teaching in multilevel environments.

In addition, Branch staff initiated professional learning opportunities for teachers, administrators, and parents. These included sessions related to:

- Teaching and learning using information technology (Interdisciplinary Middle Years Multimedia Project, computer guided learning, STAPLE, and online course delivery)
- Education and career planning: The Blueprint for Life/Work Designs and Graduation Requirements; The Real Game and The Play Real Game (youth transition workshops)
- Senior years policies and programming

Locally Developed Curricula

Approximately 1,800 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received and registered as compared to the previous year as departmental curricula in new areas, such as computer science and ICT, are implemented. Staff provided consultation and advice to schools in the preparation of locally developed curricula. Online registration of SICs is available and this process permits schools and divisions to agree to share their local SICs with others.

Special Initiatives

Sustainable Development

In order to encourage and support educators in their efforts to integrate Education for Sustainable Development (ESD) into their teaching and learning, Instruction, Curriculum and Assessment Branch began the development of an action plan for K-12 education. Activities in 2006/07 include continuation of planning for website redesign, the development and delivery of one-hour sustainable development activities for schools, development of a Grades 5-12 *Declaration for Sustainable Living* poster, initiation of a project with Evergreen school division focused on the Lake Winnipeg Watershed, development of a partnership with Learning for a Sustainable Future that will result in a joint review of K-5 ESD learning resources, and continued support for the UNESCO Associated Schools Project Network (ASPnet) in Manitoba schools, with a focus on sustainable development.

Kindergarten to Grade 12 Action Plan for Ethnocultural Equity

In October 2006, *Belonging Learning and Growing: Kindergarten to Grade 12 Action Plan for Ethnocultural Equity* was released. The report summarizes the results of the consultation process, provides some information on diversity in schools, and presents the Department's

Kindergarten to Grade 12 Action Plan for Ethnocultural Equity 2006-2008. Implementation of the action plan was launched in January 2007.

Middle Years Initiative

The Instruction Curriculum and Assessment Branch has the lead role in co-ordinating the Middle Years Initiative. In January 2007, a committee of MECY consultants was formed to begin the development of a three-year plan for the Initiative. This plan will address student engagement and experiential learning approaches for Grades 5-8. Activities will include professional learning for teachers, a focus on careers across the curriculum, enhanced opportunities for career exploration in the community, and literacy initiatives. The group met with knowledgeable educators in the Middle Years field (teachers, administrators, and Education faculty member) and identified current departmental projects that can be integrated into the Initiative.

Career Development

As part of the implementation of the Career Development Action Plan, MECY developed a survey for Manitoba school divisions to provide their current career development policies and practices (a report will be available in July 2007), discussions took place with groups such as the Inter-organizational Curriculum Advisory Committee (ICAC) regarding the need for a Principal's Handbook on Career Development, an inventory of student learning outcomes related to career development was created, Grades 9-12 development is under way, and professional development sessions were held to support education and career planning: The Blueprint for Life/Work Designs and Graduation requirements.

As part of the three-year joint Education, Citizenship and Youth/Canada Millenium Scholarship Foundation research project, Future to Discover, staff completed year one of the student programming in participating schools and initiated the year two activities.

Support for the Arts

The Instruction, Curriculum and Assessment Branch, in partnership with other governmental and non-governmental agencies support a number of Arts-related initiatives, including ArtsSmarts, and Music Month. In 2006, a student mentorship program was initiated as part of the Garage Band Project.

Special Grants

The Instruction, Curriculum and Assessment Branch provides support to the field via the administration of a number of grants:

- For schools/school divisions: Middle Years Experiential Learning Grant, Intensive Newcomer Support Grant, EAL Support Grant, Sustainable Development Grants, Music Month Grants
- For teachers: Education for Sustainable Development Grants, Manitoba Scientists in the Classroom Grants, Music Month Grants, Youth Performing Arts Travel Grant
- For students: Manitoba Rocks! Garage Band Project

Staff have also been involved in the development of a new reporting structure for grants whereby one-third of school divisions will be required to provide detailed reporting each year, while the remaining divisions supply only financial reports.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	6,810.5	108.04	7,794.1	(983.6)	1
Other Expenditures	6,562.1		5,907.4	654.7	2
Assistance	202.4		207.8	(5.4)	
Total Sub-Appropriation	13,575.0	108.04	13,909.3	(334.3)	

1. *Under expenditure is due to the payment of nine seconded staff budgeted in Salaries but paid from Other Expenditures, Voluntary Reduced Workweek (VRW) savings, slippage resulting from part-year vacancies in 4 positions, fewer casual staff and markers required for marking and developing Grade 12 Standards Test, partly offset by over expenditures in salaries relating to the Canadian Millennium Scholarship Foundation Pilot Project (with a corresponding increase in offsetting revenue), and by the General Salary Increase for 2006/07.*
2. *Over expenditure is due to the payment of nine seconded staff budgeted in Salaries but paid from Other Expenditures, and minor miscellaneous variances, over expenditure is partly offset by a cost-shared initiative with Indian and Northern Affairs Canada deferred to 2007/08, and lower than budgeted general operating expenditures related to the Canadian Millennium Scholarship Foundation Pilot Project (with a corresponding reduction in offsetting revenue).*

Program and Student Services

The mandate of the Program and Student Services Branch is to work closely both inter-departmentally and with educators and families to promote and support the effective development and implementation of provincial policies, programming, and planning and priority initiatives that support the educational success of students in the Kindergarten to Grade 12 (K-12) educational system in Manitoba. The Branch delivers specialized education and support services to students in K-12 schools who have exceptional learning needs, including those who are blind/visually impaired and Deaf/Hard of Hearing. It also provides library/media resources and information services and consultation to school division personnel, collateral personnel, and parents. The Branch's primary goal is to provide support to schools through effective planning, monitoring of categorical support and the provision of professional learning opportunities. Of primary importance to the goal of support to schools is the facilitation of a strong link among schools, families, and communities.

The objectives of the Branch are to support the development of inclusive educational programming and maximize learning outcomes for students with diverse needs; to provide special format materials and learning equipment; to administer educational programming at the Manitoba School for the Deaf; to approve and monitor categorical funding to both provincially funded and independent funded schools; to negotiate and monitor educational service agreements with institutions providing specialized programming; and to facilitate interdepartmental service co-ordination for students with special needs.

The Branch is organized into four units and the Manitoba School for the Deaf (MSD) with the following functions:

- **The School Support Unit** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band operated schools, regarding the Department appropriate educational programming standards, policies and guidelines, and collaborates with divisions to develop activities to support the implementation of priority areas. The Unit facilitates a stronger link among schools, families, and communities through the provision of parent-friendly support materials, information-sharing sessions for families, and partnerships with organizations that provide a voice to parents in the education system. The Unit is involved in school improvement activities through school and divisional planning sessions as well as parent and community initiatives. The Unit is also involved in collaboration and consultation with divisions to engage in meaningful Aboriginal family and community involvement in the education of Aboriginal students and in the integration of Aboriginal perspectives into all curricula. This dialogue will help to address issues pertaining to the academic achievement of Aboriginal students.
- **Deaf and Hard of Hearing Services Unit** provides consultative support to school divisions and funded independent schools with respect to programming for students who are Deaf and Hard of Hearing.

- **The Manitoba School for the Deaf (MSD)** provides education based on the Manitoba provincial curriculum to students who are Deaf or Hard of Hearing from Kindergarten to Grade 12 in an American Sign Language (ASL)-English bilingual/bicultural environment. *See the section on The Manitoba School for the Deaf contained within this report.*
- **Blind/Visually Impaired Services Unit** provides consultative and material support to school divisions and funded independent schools for programming for students who are blind or print impaired. Through the Special Materials Services, support is provided to students in K-12 who require textbooks and materials in Braille, large print, audio, and electronic formats.
- **The Instructional Resources Unit** continues to provide Kindergarten to Grade 12 educators with curriculum implementation support, professional development resources, and educational research materials; departmental staff with essential library services and resources including the latest educational research; teachers-in-training with library services as preparation for teaching; and all of the above clients, including the general public, with library services to facilitate life-long learning and parental involvement.

School Support Unit

Support for the implementation of Appropriate Educational Programming, an Amendment to The Public Schools Act and the Standards for Student Services continues to be a priority for the School Support Unit.

The Unit supported school divisions during Bullying Awareness Week by providing a free package of materials to schools upon request. The package of materials, which included a parent pamphlet, bracelets, etc., were very well received by Manitoba schools as a whole.

The Unit hosted an external review of the Special Needs Funding Level II and III Application Process. Consultation sessions, involving representatives from the Manitoba Teachers' Society (MTS), Manitoba Association of School Trustees (MAST), Manitoba Association of School Superintendents (MASS), Student Services Administrators' Association of Manitoba (SSAAM), Manitoba Association of Parent Councils (MAPC), The Coalition for Children, Manitoba Association of School Business Officials (MASBO), and the Manitoba Federation of Independent Schools (MFIS) were held in November and December, 2006. A consultation package posted on the Manitoba Education, Citizenship and Youth (MECY) website offered an additional opportunity for interested parties to contribute to the consultation. The information collected through the consultation process provided thoughtful and constructive feedback on the five proposed changes to the application process. Overall, feedback on the proposals was positive and the Unit will be working with school divisions to implement the proposals.

In support of the recently announced revised Categorical Grant and School Plan Reporting processes in the 2007/08 school year, MECY is collaborating with school divisions to make these reporting processes more efficient while meeting the shared need to collect and utilize information for continuous improvement.

The revised Categorical Grant and School Plan Reporting processes consist of a three year reporting cycle with visits to school divisions on a rotational basis. The visits will include a departmental team engaging in collegial discussions with school division personnel focused on categorical grant areas, school division planning and other matters of mutual interest. These changes will support accountability while increasing dialogue and collaboration between divisions and MECY.

Consultants for School Support and Student Services/Special Education continue to provide professional learning opportunities to support schools and school divisions. Province-wide sessions were held for student services administrators and resource and special education teachers on request from the regions and/or school divisions. Clinical supervision was provided on request for speech/language pathologists, social workers, and psychologists employed by school divisions in rural and northern Manitoba. School division consultations were provided for children with a broad

range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, and extensive learning and communication disorders.

Special needs programming support was monitored through the review of divisional Student Services Plan Reports. In partnership with educators across the Province, professional learning opportunities were provided through regional in-services and workshops to promote academic achievement for students through the planning of the Early Childhood Development Initiative, the Aboriginal Academic Achievement grant, the Early Literacy Initiative, and the Early Behaviour Intervention Initiative. Professional development opportunities in the areas of positive behaviour planning, autism, individual educational planning, and implementation, counselling and other programming supports were also provided for educators throughout the Province. Annual orientation sessions were held for new Student Services Administrators, principals, and English and French resource teachers.

Consultants for the Unit, in partnership with the Research and Planning Branch, reviewed school/divisional plans as submitted to the Branch. Staff reviewed the information submitted, consulted with schools/divisions and provided further support as requested. Regional sessions were held to begin the Planning in Education Initiative to link department, division, and school planning.

The Unit provided support to parent councils and advisory councils for school leadership.

The Unit continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*, and accompanying Brochure
- *Working Together: A Guide for Parents of Children with Special Needs*, and accompanying Brochure
- *Building School Partnership: A Handbook, for Parents, Families, Councils and the School Community*
- *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*
- *Incorporating Aboriginal Perspectives in Curriculum : An internet resource*

In consultation with MASS, MAST, MTS, MAPC, SSAAM, the First Nations Education Resource Centre, and community consultations, the following documents were completed:

- *Appropriate Programming in Manitoba: Handbook for Student Services* (to be released in June)
- *Helping your Child Succeed in School a Guide for Aboriginal Parents, Families and Communities* with audio cds in English, French, Cree and Ojibway
- *Not in My School – Learn how you can help stop bullying at school and in your community brochure*
- *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder (français version)*

The Unit is working with school divisions and communities towards the implementation of the appropriate educational regulations and standards through consultation, in-servicing, and support tools.

Categorical Grants

The *Early Literacy Intervention Initiative* was allocated provincially to divisions to support Reading RecoveryTM and other internally/externally developed early literacy programs intended to dramatically increase the reading and writing proficiency of the lowest achieving Grade 1 students.

Special Needs Categorical Funding was allocated provincially for students requiring and receiving extensive support in educational programming. The application process continues to be streamlined and the review of applications continues to meet the Unit goals of portability and multi-year funding. Professional development opportunities for those educators involved in special needs funding are ongoing.

The *Aboriginal Academic Achievement Grant* was allocated to school divisions across the Province to address the need to improve the academic achievement of Aboriginal students by encouraging schools to develop measurable outcomes and indicators for Aboriginal students. The majority of the grants were allocated for human resources (teachers and teacher assistants) and for literacy and language development materials. All school divisions provided detailed programming plans and evaluation reports. A report on those plans was developed for distribution to schools.

The *Early Childhood Development Initiative* has provided school divisions with support to respond to their local needs and priorities and implement intersectoral services for pre-schoolers (birth to age 5) to increase readiness for school entry.

Additional activities

Some of the additional activities the School Support Unit is involved in are:

- MECY and SSAAM collaborated on a plan to provide a province-wide approach to support educators in developing systemic approaches to positive behaviour. The implementation has supported the training of school division designated staff with specialized training that will develop the local capacity to program effectively for students with behavioural difficulties.
- The Unit led and hosted the PSSB annual Student Services Forum 2007 in partnership with SSAAM for 400 educational participants. The event was well received.
- The Unit is working to develop and release the support documents: *Working Together: Educational Assistants in Manitoba Schools*; and the *Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Developmental Approach* and to begin the revision of the IEP Handbook and the Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16.

Staff continue to be involved in several interagency projects including the Unified Intake and Referral System (URIS); Transition Planning for Youth aged 16-21; Specialized Services for Children and Youth; Planning in Education; Early Childhood Development Initiative; Fetal Alcohol Spectrum Disorder Strategy Steering Committee; First Nations Persons with Disabilities; The Provincial Advisory Committee on Child Abuse; and the Multi-jurisdictional Implementation Team (sexually-exploited children).

Departmental Policies and Guidelines

The Branch provided support through professional learning opportunities, consultation and collaborative planning with school divisions in the implementation of the Department's policy documents as they relate to the work of the Branch. Divisions received support in developing the skills required to implement professional development opportunities. Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. A priority throughout all initiatives was the inclusion of Aboriginal perspectives, the increased involvement of families and community and appropriate educational programming.

Deaf and Hard of Hearing Services Unit

The Deaf and Hard of Hearing Unit includes consultants for the Deaf and Hard of Hearing, Educational Interpreter Consultants, Deaf teachers and personnel who work as part of an Outreach Team to provide educational programming support throughout the Province. The Outreach Team

works in conjunction with the Manitoba School for the Deaf (MSD). Specialized resource personnel from MSD are accessed to support students throughout the Province as required.

Six consultants for Deaf and Hard of Hearing Services continued to provide itinerant support to over 300 students in their home communities, which were located primarily outside of the perimeter. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, supporting the Individual Education Planning (IEP) process, academic programming, providing workshops, suggesting links to available resources and agencies, and assisting with student and classroom amplification equipment. Consultants supported students with a hearing loss who relied upon cochlear implants, amplification devices, speech and/or American Sign Language to communicate. They provided opportunities for staff professional development and events that encouraged student networking within their communities and throughout the Province. The consultants for Deaf and Hard of Hearing Services also teamed with a variety of other Outreach Team members from the Unit to provide a broader constellation of services. Outreach team members included Deaf teachers, Deaf role models and Educational Interpreting Consultants. They specifically provided support throughout the Province to children who use ASL in their community-based programs. Their support included exposure to Deaf individuals, modeling the use of ASL, and facilitating ASL skill development of staff who worked with these students. ASL demonstrations, workshops, classes, and clubs were facilitated throughout the Province. More frequent contact with schools through D-Link technology and video phones has enhanced distance support to some rural and northern communities. Various workshops related to ASL usage and interpreting were also provided. At the request of schools, the Educational Interpreter Consultants assessed the interpreting skills of many educational assistants who used ASL in their school programs.

The consultants for the Deaf and Hard of Hearing Services and the Outreach Team members accessed resource staff at the Manitoba School for the Deaf to provide specialized services including psychological, social work, audiologic, speech, guidance and ELA/ASL support for students who are Deaf and Hard of Hearing and attending their home community schools. Staff worked closely with members of the Advisory Board on Deaf and Hard of Hearing Programs and the Manitoba Association of Visual Language Interpreters.

Blind/Visually Impaired Services Unit

The Blind/Visually Impaired (BVI) Services Unit provides direct programming, consultative services, and material support to school divisions and funded independent schools for programming to K-12 students who are blind, visually impaired. The Unit staff develop programming for students and supports in Braille, specialized technology, orientation and mobility, and other adaptive skills.

The BVI Services Unit hosted the 18th Annual Manitoba Orientation and Mobility (O&M) Conference in the rural town of Newton. Focus was placed on rural O&M and the unique travel/training needs of cane users.

The Vision Screening Program database was completed. Schools are able to submit their data directly to the BVI Services Unit. Approximately 20,000 students are screened annually. The BVI Services Unit provides all of the equipment and training for this program.

Through Special Materials Services, support is provided to students in K-12 and Post-Secondary Institutions who require alternate format textbooks and materials in Braille, large print, audio, and electronic formats. Special Materials Services creates customized books for individual students who are blind/visually impaired. Special Materials Services' library loans are provided to students who are visually impaired, cognitively impaired, physically impaired and otherwise perceptually disabled as defined by the Canadian Copyright Act.

Staff continue to work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students who are print impaired in Manitoba. This is accomplished under the umbrella of the Canadian Association of Educational Resource Centres for Alternate Format

Materials (CAER). It is estimated that Special Materials Services experienced cost savings due to Inter-library loans amounting to \$206,000.00 for the 2006/07 fiscal year.

The BVI Services Unit continues to be involved in a project with Canadian publishers, the Canadian Library Association, and Library and Archives Canada to collect publishers' text files for transcription into alternate format textbooks.

A Memorandum of Understanding was signed with Manitoba First Nations Educational Resource Centre (MFNERC), providing them with alternate format textbooks. Braille, large print, audio and electronic textbooks are now available to students in First Nation Schools.

The BVI Services Unit maintains four websites identifying the BVI, Special Materials Services as well as our on-line catalogue. The four websites are in English/French Windows format as well as English and French text format accessible by screen readers for users who are print disabled.

Special Materials Services, as a member of CAER, has been given a special award by the Canadian Library Association in recognition of excellence in resource sharing across Canada.

Instructional Resources Unit

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on the following major activities.

- Selection, acquisition, and cataloguing of learning resources, provision of print and electronic access to IRU collections, as well as reference and information assistance. The IRU provided library services in support of K-12 curriculum implementation, Appropriate Educational Programming, the Aboriginal Education Strategy, diversity and equity education, educational research, and professional learning to address K-12 educators' needs.
- With more than 9,000 active registered clients, staff fielded 21,475 queries, catalogued over 8,940 new items and circulated 111,572 resources. Forty-four Inter-Library Loans were completed for departmental staff. Sixteen programs of instruction were presented to 310 teachers and teachers in training in the IRU and 11 displays and programs of instruction were presented externally.
- The IRU acquired over 610 audio-visual items and other non-print titles including resources recommended for Social Studies, English as an Additional Language and Sustainable Development.
- Media duplication rights both for VHS and DVD formats were acquired for the 2006/07 year for CBC News in Review.
- IRU's website was actively visited by 3,419,428 clients and visitors using its educational rich information, including fulfilment of 600,948 successful requests for specific web pages. The Online Public Access Catalogue (OPAC), as the IRU's main gateway to educational resources, served over 1,151,792 users. IRU served over 30,000 registered visitors to the Virtual Education Information Service, providing them with full text journals and E-Books online.
- Acquisition, cataloguing, and dissemination of resources identified through the Western and Northern Canadian Protocol and Manitoba Reviews of Learning Resources.
- New and revised bibliographies and catalogues included: Celebrating Music: A Selection of Resources in the Instructional Resources Unit, January 2007; Classroom Assessment to Maximize Student Learning, February 2007; Inclusive Schools, February 2007; Integrating Technology into the Curriculum, February 2007; New Teachers, August 2006; and Substance Abuse and Addictive Behaviours, February 2007.
- Application of emerging technology both for electronic collections and patron services, improving the virtual library accessibility to all Manitoba K-12 educators and department staff to support current awareness and information needs, including electronic bibliographies and new acquisition lists as well as provision of OPAC Shared View, E-Books.

- Provision of copyright clearance through the Schools/CanCopy Pan-Canadian Agreement 1999-2004, was extended on August 26, 2004, as well as copyright information assistance and workshops. Development, through the Council of Ministers of Education, Canada (CMEC), of a framework for a national digital copyright policy, which was recommended to the federal government for the revision of copyright law. In response to Access Copyright filing a tariff for K-12 education with the Copyright Board for \$12.00/student/annum, the CMEC filed as objectors both to the level of the tariff and to retroactivity. The case will be before the Copyright Board on June 12, 2007, with a decision by the Copyright Board expected in December 2007. The "Canadian Copyright Information" website at <http://www.edu.gov.mb.ca/K-12/iru/copyright/index.html> was updated and expanded.
- Provision of efficient and effective delivery for new School Programs Division documents and other education literature, to specified groups and individuals in schools and Board offices via monthly bulk mailings. Approximately 825,000 items were distributed through bulk mail services.
- Provision of support services are provided to school libraries, including reference and collections assistance, consultations, reviews of new and renovated school library facilities, cataloguing information, and website information. WebExport provided customized cataloguing through the Internet to over 100 school libraries in Manitoba.

Interdepartmental Co-ordination of Services

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Citizenship and Youth, Family Services, Health, Justice, and Healthy Child Manitoba). The Branch also continued to implement the interdepartmental protocol agreement for the co-ordination of services for children and adolescents with severe to profound emotional/behavioural programs. This included the involvement of an interdepartmental decision-making process for the provision of Level III special needs support for the school component of comprehensive interdepartmental service plans for such students. Working with staff from Family Services and Housing, Justice, Health, and Healthy Child Manitoba, the various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs. An example of this is the Triple P Parenting Program, which is a program that promotes positive parenting, thereby increasing the likelihood of healthy development and reducing the likelihood of behavioural and emotional programs.

Sustainable Development

The Program and Student Services Branch staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the "needs of the public" are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting, and procurement processes. Sustainable Development Procurement Action Plans have been developed and activities carried out and monitored by the Branch Sustainable Development Co-ordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Regarding Education for Sustainability, the Manitoba School for the Deaf continues to engage in sustainability-focused teaching and learning initiatives to maintain the Green School status achieved in 2003.

The Program and Student Services Branch continues to consider the long-term impacts of decisions regarding its programs and services on the economy, the environment, and the health and well-being of staff. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Activities such as encouraging staff to attend Green Day Luncheons have helped to increase the awareness of sustainable development initiatives in the Branch. Staff are encouraged to utilize

electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	4,502.4	86.00	5,081.3	(578.9)	1
Other Expenditures	2,700.7		2,131.2	569.5	2
Assistance	128.3		129.1	(0.8)	
Total Sub-Appropriation	7,331.4	86.00	7,341.6	(10.2)	

1. Under expenditure is due to payment of seven seconded staff budgeted in Salaries but paid from Other Expenditures, Voluntary Reduced Workweek savings, and vacancies in six positions, partly offset by the General Salary Increase for 2006/07.
2. Over expenditure is due to payment of seven seconded staff budgeted in Salaries but paid from Other Expenditures, costs for Bullying Awareness Week, the Manitoba Association of School Superintendents Grant re: Safe Schools Manitoba, and costs for the Safe Schools Forum, partly offset by the deferral of printing costs for the Educational Assistants document until 2007/08.

Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate, and administer policies and programs relating to French-language education. The Division is comprised of four branches: Curriculum Development and Implementation; Educational Support Services, Official Languages Programs and Administrative Services; and Library and Materials Production. The Division offers a complete range of services including all the programs emanating from the Canada-Manitoba Agreement on Minority Language Education and Second Official Language Instruction. The Division's clientele includes the Francophone and French Immersion schools, and schools offering Basic French courses. Furthermore, the Bureau maintains a liaison with the Collège universitaire de Saint-Boniface.

In the context of its 2006/07 Strategic Plan, the BEF has four major strategic orientations: Promotion; Educational Programs and Resources; Professional Learning; and Policies and Research. These orientations will allow the BEF, its management team, and its personnel to establish activities guided by prior collective reflection and hence, increase its leadership. These four strategic orientations are the cornerstones on which BEF will base itself to achieve its expected results.

In order to achieve these results, the Division will focus on the following goals:

Promotion

- Make the programs and services offered by the BEF better known
- Between now and September 2009, record an increase in student enrolment in the French and French Immersion programs, and in Basic French courses

Educational Programs and Resources

- Affirm leadership in the area of curriculum design
- Identify, design and offer quality educational resources that support program implementation

Professional Learning

- Create a professional environment that encourages renewal and prepares for succession
- Implement activities that correspond to the immediate and ongoing needs of teachers and administrators who use the services and programs of the BEF

Policies and Research

- Examine certain educational concerns to guide the development of policies and programs based on research results
- Develop policies that take into account the particulars of the BEF's three target client groups

It should be noted that in 2006/07, 5,342 francophone, 17,874 French Immersion, and 67,555 Basic French students benefited from the services of the BEF Division.

Sustainable Development

Subsequent to Manitoba's adoption of the *Sustainable Development Act* a few years ago, the BEF Division decided to incorporate the concept of sustainable development more specifically into its annual planning process. All of the above-mentioned branches have thus applied the principles of sustainable development to their operations in compliance with the legislation.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	163.1	2.00	167.6	(4.5)	
Other Expenditures	46.1		23.0	23.1	
Total Sub-Appropriation	209.2	2.00	190.6	18.6	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch (CDIP) develops the French as a First Language (FL1), French as a Second Language – Immersion (FL2-I) and Basic French curricula. The CDIP has two principal mandates. Firstly, it is responsible for developing French education curricula; these curricula provide the basis for the instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

Apart from these two principal mandates, the CDIP fulfills other standing and occasional responsibilities, including

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology in Manitoba schools;
- developing the French version of the Education, Citizenship and Youth website;
- developing distance learning courses (in paper and electronic format); and
- developing policy.

Less directly, the CDIP supports the development and implementation of the assessment instruments developed by the Educational Support Services Branch (for learning assessment in *Lecture*, French as a First Language and French as a Second Language – Immersion) and the Instruction, Curriculum and Assessment Branch (for learning assessment in *Notions de calcul*, *Mathématiques*, *Anglais*, and *English LA – Immersion*).

The Branch also consults school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the Pan-Canadian level; those for *Anglais*, *English LA – Immersion*, *FL1* and *FL2-I Français*, Mathematics and Social Studies at the Western and Northern level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut; and those for Physical Education/Health Education, The Arts and Basic French at the provincial level.

Work related to curriculum development and implementation thus continued in all school subjects.

Anglais and English LA – Immersion

All of the *Anglais* and *English LA – Immersion* curricula have already been distributed in the schools. Distribution of these documents was followed by training sessions. In addition to the curriculum implementation sessions, a considerable amount of time was devoted to training sessions on the

reciprocal relationship between classroom teaching, learning, and assessment and the pedagogical theory and practices that foster and emphasize that relationship.

The CDIP collaborated with the School Programs Division in the development of support documents and bibliographies of resource material and their distribution to the schools of the CDIP's two client groups. It is the responsibility of the BEF to deal with any questions related to these documents.

Work continued on the development of a reading continuum for grades 1 to 4 in French Immersion and grades 3 and 4 in the *Français* schools. A guide to help parents encourage their children to read was developed and distributed. The BEF is currently working with the School Programs Division on a project to promote a classroom-based approach to diagnostic and formative assessment of listening and speaking skills as early as Kindergarten.

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of provincial *Anglais* and English LA – Immersion tests, and on the development and implementation of assessment policy for Grade 3 and the Middle Years in particular.

Lastly, the BEF continued developing policies on English as an Additional Language (EAL) learning. The BEF collaborated with the School Programs Division to develop K–S4 curricula for EAL and for newcomers.

Basic French

The BEF provided several curriculum implementation sessions on the revised Basic French curricula to grades 4–6 teachers, as well as workshops for K–12 teachers throughout the Province.

The on-line Grade 11 Basic French course was developed, as well as "Les contés animés V" and the support document, *The Making of the Animated Video Series, 'Les contes animés'*. The support document on integrating information and communication technology into grades 7–8 Basic French instruction was completed as well.

The updating of the grades 9–12 distance courses was completed, as was the curriculum for grades 4–6.

The Intensive French (IF) approach was piloted at Athlone School in the St. James–Assiniboia School Division, and at Shamrock and Windsor schools in the Louis Riel School Division. In addition, two new Enhanced French classes (the follow-up to Intensive French) were established in Grade 7 at Shamrock and Windsor schools. Several presentations, sessions and workshops were provided throughout the Province with respect to implementation of the project and the promotion of intensive French. The BEF arranged visits by two researchers and a guest trainer to schools offering Intensive French. The BEF has also initiated some activities related to student assessment. A team of evaluators trained by the BEF initiated oral testing in IF schools.

Training workshops on the IF approach were planned for divisional curriculum consultants and teachers.

The BEF's Basic French consultant sat on the national Intensive French steering committee and a teacher sat on the national Intensive/Enhanced French units drafting committee. The BEF set up and ran an Intensive French Steering Committee for the school divisions involved in IF. The Basic French consultants and the Educational Support Services Branch created a framework for establishing guidelines for Intensive French in Manitoba.

The curriculum consultants managed three committees:

The Accelerated Integrated Method (AIM) advisory committee is made up of the BEF consultants and Basic French teachers. The BEF is awaiting links between the AIM method and the Manitoba Basic French curriculum from one of the founders of the AIM method, Matt Maxwell.

The grades 4–6 multigrade classroom committee met several times during the year to continue work begun last year to develop a document to assist Basic French teachers in multi-grade or combined classrooms.

The grades 9–12 resource testing committee piloted resources supplied by publishers for high school Basic French. The committee will be recommending modules to be included in the Manitoba Text Book Bureau Catalogue.

Two Basic French newsletters were distributed to Basic French schools to inform teachers of provincial and national initiatives.

The curriculum consultants continued to collaborate with partners such as the Manitoba Association of Teachers of French, Canadian Parents for French, and the Canadian Association of Second Language Teachers.

French as a First Language (FL1)

Development of the Grade 12 4 curricula (*Littératures francophones 40S* and *Communication médiatique 40S*) was completed. It should be noted that these are optional Grade 12 courses.

Certain sessions were delivered on the implementation of the new curricula. These sessions dealt with the use of the curriculum implementation documents and were provided to the Division scolaire franco-manitobaine (DSFM) during in-service days.

On the occasion of the 100th anniversary of the building of the birthplace of Gabrielle Roy, the BEF and the Maison Gabrielle-Roy produced a pedagogical document entitled *Présence de Gabrielle Roy : un outil pédagogique* for secondary school French teachers. This document was widely distributed throughout the education community and beyond.

Updating of the common framework of French as a First Language outcomes for K–12 began in January 2006 under the aegis of the Western and Northern Canadian Protocol for Collaboration in Education (WNCP). Phase one of this update consists of establishing the state of French as a First Language learning in Western and Northern Canada. Consultation sessions were thus held with the teachers, consultants and principals of DSFM schools. The BEF acts as a co-ordinator for this project and, in that capacity, it produced a summary of the consultations conducted with the various authorities and supervised the production of outside research on the topic. Work on the update of the common framework of outcomes will continue.

The BEF collaborated on the development of two training kits within the framework of the project of the Council of Ministers of Education, Canada (CMEC) for minority Francophone schools. The two kits will be launched at the next conference of the Association canadienne d'éducation de langue française (ACELF) in the fall of 2007.

Involvement in the development of the Grade 12 standards tests continued, as did the work related to Grade 3 and Middle Years assessment.

The BEF and the DSFM are developing a continuing education plan to train K–4 teachers for the *phase d'accueil*. This continuing education will be spread out over five years and will begin in September 2007. In addition, the DSFM and the BEF are revising the *phase d'accueil* model based on the principles proposed in the CMEC's *Trousse de formation en francisation* for K–2 teachers.

French as a Second Language – Immersion (FL2–I)

Development of the Grade 12 curricula (*Littératures francophones 40S* and *Communication médiatique 40S*) was completed. These are optional Grade 12 courses.

Certain sessions were delivered on the implementation of the new curricula. These sessions dealt with the use of the curriculum implementation documents and were provided to school divisions and schools during in-service days. *Lire pour aimer lire!* posters designed for K-4 and 5-8 were distributed to the schools. A reference document entitled *Des outils pour favoriser les apprentissages : ouvrage de référence pour les écoles de la maternelle à la 8^e année* and the *Moi, lire? Tu blagues!* guide were distributed to K-8 teachers and sessions on this material are still being provided.

On the occasion of the 100th anniversary of the building of the birthplace of Gabrielle Roy, the BEF and the Maison Gabrielle-Roy produced a pedagogical document entitled *Présence de Gabrielle Roy : un outil pédagogique* for secondary school French teachers. This document was widely distributed throughout the education community and beyond.

Under the aegis of the WNCP, updating of the common framework of French as a Second Language – Immersion outcomes for K-12 began in January 2006. Phase one of this update consists of establishing the state of French as a Second Language learning in Western and Northern Canada. Consultation sessions were thus held with the teachers, divisional consultants and principals of the various school divisions. As a co-ordinator of this project, the BEF produced a summary of the consultations conducted with the various authorities and supervised the production of outside research on the topic. Work on the update of the common framework of outcomes will continue.

Involvement in the development of the Grade 12 standards tests continued, as did the work related to Grade 4 and Grade 8 assessment.

An advisory committee on the reading continuum in French Immersion (K-4) was set up. Work will continue on the development of the continuum.

Information and Communication Technology (ICT)

The ICT literacy project continued throughout the year. A poster describing the ICT literacy development continuum was distributed to the education community in March, along with a document describing a development continuum implementation model. The ICT literacy development continuum is intended to be a framework that describes the ways in which students use information and communication technology to learn. The continuum was designed to be incorporated into all K-8 curricula.

To support the implementation of this project and further its development, the BEF also provided the following resources and support:

- consultation with the divisions and schools to help them develop and perfect their implementation plans;
- portraits adapted to the age of the students describing the development of their ICT literacy;
- a simplified version of the continuum adapted to the age of the students to enable them to participate in the assessment activities;
- a website containing resources, including examples of learning situations, samples of student work, general information for teachers and answers to frequently asked questions on implementation;
- an on-line learning community with resources to support the implementation teams;
- on-line self-assessment checklists for teachers to help them set professional learning objectives;
- sample reports to parents;
- ongoing consultation with the implementation team of each school or school division;
- two more professional learning days a year, of the "mentor training" kind, for the action research and implementation teams while the project is being implemented.

Workshops were held for FL1 and FL2-I teachers to show them how information and communication technology can be integrated into all the basic subject areas of all the curricula and to support them with the implementation of relevant projects or initiatives in their school environment.

The Curriculum Navigator database and user interface were translated into French.

The final version of the Manitoba framework of outcomes for information and communication technology in the senior years was distributed to the education community.

Mathematics

The revision of the Common Curriculum Framework for Kindergarten to Grade 9 was completed at the WNCP level, and development of the Manitoba frameworks of learning outcomes in K-8 Mathematics for FL1 and FL2-I continues. Voluntary implementation of the common curriculum framework has been underway in Kindergarten through Grade 8 since September 2006. Workshops have been provided to support this initiative. Two mathematics committees, one for the French Immersion program and the other for the French as a First Language program, worked to develop versions of the Manitoba framework for K-9 Mathematics for their respective program. Work began on the development of implementation documents in view of province-wide implementation.

Revision of the Common Curriculum Framework for Grades 10-12 continued at the WNCP level. A session to assess resources for Kindergarten and grades 1, 4 and 7 took place in Edmonton in January.

Work continued on the development of curricula, support documents and distance learning material for the grades 9-12 *Mathématiques appliquées* and *Mathématiques du consommateur* courses.

An update of the exams for the Grade 9 distance Mathematics course, and the grades 10-12 *Mathématiques du consommateur* and *Mathématiques pre-calcul* courses was completed.

Several grades 5-8 teachers from the FL1 and FL2-I programs took part in training sessions related to the launch of the French version of Developing Conceptual Understanding of Number, *Développement du sens des nombres*.

The math intervention program document for grades 1-5 teachers is done. Continuing education for post-baccalaureate credit was provided to DSFM classroom and resource teachers, in partnership with the Collège universitaire de Saint-Boniface.

The joint project with the DSFM on numeracy continued for the fourth consecutive year. Teachers at the K-4 level took part in a series of continuing education sessions.

Implementation sessions on the new curricula were delivered. These sessions were offered to teachers in the French Immersion and the French as a First Language programs. In addition, the BEF formed a partnership with Louis Riel School Division and provided a series of three workshops for their numeracy project for K-4 teachers.

The adaptation of the on-line *Applied Mathematics 40S* course into French was completed.

Two training sessions on the Grade 3 *Notions de calcul* formative assessment were provided for K-3 teachers. A revision of the key competencies in numeracy began in the fall of 2006 to bring them in line with the learning outcomes of the new WNCP common framework. This revision will continue during the 2007/2008 school year.

The BEF continued to work closely with the Instruction, Curriculum and Assessment Branch on the implementation of mathematics assessment in the Middle Years. Several training sessions were

provided throughout the Province, and support material on mental arithmetic was developed and placed on-line.

A number of Grade 7 teachers in the FL1, FL2-I and English programs took part in information sessions on the assessment policy for Grade 7 Mathematics.

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of the provincial Grade 12 *Mathématiques appliquées*, *Mathématiques du consommateur* and *Mathématiques pre-calcul* tests. Archived provincial mathematics tests dating back to 2004 are now available on-line.

Physical Education/Health Education (PE/HE)

The Department was given responsibility for implementing certain recommendations of the *Healthy Kids, Healthy Futures* all-party task force report. The BEF is involved in the following activities ensuing from the recommendations:

- development and distribution of a resource document to help administrators implement the PE/HE time allotments that will be mandatory for K–8 students as of September 2007;
- conduct a series of five regional consultations with students and school division representatives to determine how best to implement the new PE/HE credits in grades 11 and 12, and distribution of the report;
- development and distribution of a policy document for school administrators to support implementation of the new PE/HE credits that will be compulsory in grades 11 and 12 as of September 2008;
- development of the grades 11 and 12 PE/HE curriculum in conjunction with the School Programs Division;
- development of a resource containing risk management guidelines for schools implementing the Out-of-Class delivery model in grades 9–12 PE/HE.

The BEF organized an orientation session for new teachers to support implementation of the K–10 Framework that has been compulsory since the 2005/2006 year.

The BEF joined with other partners in the Department to organize and facilitate a series of school safety forums dealing with substance abuse and drug addiction.

The BEF is also partnered with the departments of Health and Healthy Living in Manitoba's Healthy Schools initiative. The PE/HE curriculum consultant has been involved in Healthy Schools projects and activities, including

- the development and distribution of the *Défi Vivre en santé 2006* (2006 Healthy Living Challenge) resource; and
- the *Écoles en santé en mouvement* (Healthy Schools in motion) project.

The BEF was involved with various partners in the development, translation and distribution of a resource material kit for Manitoba Addictions Awareness Week.

The BEF was represented on a regular basis at conferences and meetings of the Agencies for School Health, the Manitoba Physical Education Supervisors Association, the Association manitobaine d'Éducation physique, the Physical Activity Coalition of Manitoba, and the Manitoba High School Athletic Association.

Science

Manitoba continued to develop new science curricula consistent with the Pan-Canadian Common Framework. Development of the Grade 12 interdisciplinary science course continued. Development work continued on the *Chimie 30S*, *Chimie 40S*, *Biologie 30S*, *Biologie 40S* and *Physique 40S*

programs. A joint BEF–School Programs Division team is currently overseeing all aspects of development of the new science curricula. A number of workshops on implementation of the new K–12 curricula were provided.

In co-operation with the School Programs Division, the BEF developed presentations on educating for sustainable development. These presentations were delivered to interested schools. A poster entitled *Une déclaration pour un avenir viable* was also developed and will be sent out to the schools with a teaching guide.

In co-operation with the Collège universitaire de Saint-Boniface (CUSB), the BEF undertook a professional learning project with the DSFM's Grade 9 teachers. The aim of the project is to improve science teaching and learning.

The BEF also worked with the CUSB and the DSFM to develop a *Promosciences* project called *Petite écoles en réseau*, which seeks to use information technology to pair students from different DSFM schools in a vermicomposting project involving the grades 6 and 10 science curricula.

The Arts

The BEF worked closely with the School Programs Division on the Manitoba arts education curriculum development project, which covers four disciplines: music, dance, drama and the visual arts. The thrust of the new curricula is based on the foundation document *The Arts in Education*, written by a group of arts specialists at the request of Manitoba Education, Citizenship and Youth. The draft curriculum framework of outcomes for K–4 will be available for voluntary implementation in September 2007 on a new website designed to provide virtual support for implementation. Implementation of the early childhood FL1 and FL2 programs will begin this fall. Orientation sessions on the new frameworks were designed and will be offered over the course of the coming year. The learning outcome frameworks for grades 5–8 are currently being developed.

In co-operation with the School Programs Division, the BEF was actively involved in the April 2007 Celebrating Music in Manitoba Schools project. This was a multi-pronged initiative that included developing a proclamation, a poster and a document describing the events of Music Month as well as suggestions for exploring music in the classroom; administering grants to facilitate mentorship of young singer-songwriters by professional musicians in the context of the Manitoba Rocks! Garage Band Project; and organizing noon-hour musical performances at the Legislative Building every Wednesday in April in partnership with the Manitoba Music Educators' Association.

Special Projects

Workshops related to career development were given. These workshops helped classroom and guidance teachers become familiar with the *Planiguide de choix* (Choices Planner) service and the *Jouer... pour de vrai* (Real Game) series. Other workshops were provided in relation to career development, graduation requirements and experiential learning (to support the Experiential Learning Grant).

The following documents were published and distributed in the course of 2006/2007:

- *Droit 40S – Cours destiné à l'enseignement à distance*;
- *Éducation Manitoba*, a newsletter for the education community published three times a year;
- *Obtention de crédits du secondaire – Évaluation des cours complétés à l'extérieur de la Province*;
- the *Coup d'œil sur l'année* newsletter (informing the education community of training opportunities offered by the BEF);
- the French version of the *Manitoba Text Book Bureau Catalogue* (yearly publication).

The following documents are in the process of being developed:

- the implementation document for grades 9–12 *Langue et culture espagnoles*, which is due to come out in the first semester of the 2007/2008 school year;
- the grades 9–12 *Développement de carrière* curriculum documents: the documents for grades 9 and 10 will be distributed to schools by the first semester of the 2007/2008 school year, while those for the grades 11 and 12 courses are still being developed;
- two reports to parents on the issue of high school graduation requirements, one for the French as a First Language program and the other for the French Immersion program.

The BEF will continue to participate in the following initiatives:

- The BEF was involved in the planning and delivery of consultation sessions on high school graduation requirements (prompted mainly by the addition of compulsory PE/HE credits in grades 11 and 12) and the publication of a summary report.
- The BEF participated in the development of the Middle Years Initiative, a plan that promotes the various initiatives favouring the Middle Years, enhanced success of Middle Years students, and planning that emphasizes collaboration and collegiality in Middle Years schools. It is collaborating with the Research and Planning Branch and the Canadian Millennium Scholarship Foundation on the *Un avenir à découvrir* (Future to Discover) pilot project. In addition, it will be contributing to the printing of the report from the research project on the attitudes and intentions of grades 6–12 students conducted jointly with the Canadian Millennium Scholarship Program in 2004.
- The BEF is represented on the Assistant Deputy Ministers Committee on Career Development. The project developed in 2005/2006 will be implemented in the fall of 2007. The BEF will be involved on two levels: programming and activities related to the new framework developed to rationalize the efforts of three departments (Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy and Manitoba Competitiveness, Training and Trade) in the area of career development. It is also involved in guiding the activities of the Information Management Sub-Committee. The sub-committee is responsible for informing the employees of the three departments and outside organizations involved in career development of the information and resources available across the Province.
- Finally, the BEF is liaising between the *Français* and French Immersion schools and the Technical Vocational Education Initiative and the Manitoba Professional Learning project.

The *Coup d'œil sur l'année* website allows school personnel to register for the many workshops offered by the BEF. The on-line registration is supported by BEF employees who maintain the website, promote the workshops, and handle all related communication with the education community.

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by *Français* and French Immersion schools.

Sustainable Development

The Branch continues to incorporate the concept of sustainable development more specifically into its planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled cartridges in its laser printers and recycled paper.

The Branch continues to encourage employees to use more environmentally friendly methods of transportation such as bicycles, car-pooling, public transit, walking, etc. In an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. To further minimize paper use and travel, employees were strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	891.6	16.50	1,236.3	(344.7)	1
Other Expenditures	670.8		612.9	57.9	
Total Sub-Appropriation	1,562.4	16.50	1,849.2	(286.8)	

1. Under expenditure is mainly due to payment of seven seconded staff budgeted in Salaries but paid to school divisions from Other Expenditures, Voluntary Reduced Work Week savings, and vacancies in three positions, partly offset by the General Salary Increase for 2006/07, and other net minor variances.

Educational Support Services

The Educational Support Services Branch is responsible for calculating grants to school divisions providing French-language instruction; projects related to the assessment program at the provincial, national and international levels; liaison with provincial, national and international partners in French education; and policy on French-language education and issues pertaining to *The Public Schools Act* as it relates to *Français* schools.

The Branch is responsible for a variety of issues, activities and services related to French education:

- statistics: the annual collection and analysis of data relation to additional expenditures and enrolment in the FL1 and FL2-I programs and Basic French courses;
- grants: the calculation and monitoring of provincial grants to school divisions and independent schools for the FL1 and FL2-I and Basic French courses;
- provincial assessment:
 - development and administration of Grade 12 standards tests in the FL1 and FL2-I programs;
 - implementation of the project to assess reading at the start of Grade 3 for the FL1 program and at the start of grades 3 and 4 for the FL2-I program;
 - implementation of the project to assess reading comprehension and expository writing assessment part way through Grade 8 for the FL1 and FL2-I programs;
 - implementation of the student engagement assessment project in the middle of Grade 7 for the FL1 and FL2-I programs;
 - development of reading and writing assessment tools for various grades in the FL1 and FL2-I programs;
 - development of new assessment policies in close co-operation with the Implementation Unit of the Instruction, Curriculum and Assessment Branch, and co-ordination of the testing of these new policies in FL1 and FL2-I schools to evaluate the proposed thrusts and instruments;
- liaison: administrative support provided to school divisions with respect to the teaching of French as a Second Language and promotion of the French Immersion Program and Basic French instruction;
- policy: development and implementation of policy and guidelines relating to French education in Manitoba;

- issues pertaining to *The Public Schools Act*: study of questions and issues pertaining to the schools legislation as it relates to French-language education.

Statistics and Grants

The Branch saw to the entry, verification and analysis of various data, and calculated the grants for the FL1 and FL2-I programs and Basic French courses. The data on student enrolment and percentage of instruction in the French language were subsequently passed on to Statistics Canada.

The Branch carried out a number of statistical projects in response to special requests and closely collaborated with other branches in order to target mailings.

Assessment

The Branch administered pilot Grade 12 standards tests in FL2-I in April and November 2006. Official tests were also administered at the Grade 12 level in FL1 and FL2-I, and training was provided in June 2005 and January 2006 for divisional co-ordinators responsible for local marking. The audit of the local marking of these two tests took place in June 2006 and February 2007.

The Branch developed two new Grade 12 standards tests in FL1 and two new Grade 12 tests in FL2-I.

The Branch participated in the development and implementation of a new Middle Years assessment policy: *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*.

Liaison

The Branch developed the information brochure, *A Guide to French Immersion Schools in Manitoba*, for distribution in April 2006. It organized the *French Immersion in Manitoba: Moving Ahead* conference in November 2006. The FL1 and FL2-I advisory committees (CCFLP and CCFLS, respectively) met on five occasions to provide feedback on matters related to French education. The Branch continued to develop a manual for French Immersion school administrators. The Branch co-ordinated the meetings of the divisional co-ordinators responsible for French Immersion and participated in the meetings of the Manitoba Association of Immersion Principals.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development more specifically into its planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled cartridges in its laser printers and recycled paper. Employees are encouraged to place used paper, glass bottles and aluminium cans in recycling bins.

The Branch encourages employees to use more environmentally friendly means of transportation such as bicycles, car-pooling, public transit, walking, etc. In an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Electronic means of communication are also favoured in order to minimize travel and cut down on the use of paper.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	986.2	14.50	1,385.9	(399.7)	1
Other Expenditures	638.2		322.5	315.7	2
Total Sub-Appropriation	1,624.4	14.50	1,708.4	(84.0)	

1. Under expenditure is due to payment of four seconded staff budgeted in salaries but paid to school divisions from Other Expenditures, Voluntary Reduced Work Week savings, vacancies in four positions, and other miscellaneous variances, partly offset by the General Salary Increase for 2006/07.
2. Over expenditure is due to payment of four seconded staff budgeted in Salaries but paid to school divisions from Other Expenditures, unbudgeted cost for the Conference on French Immersion (partly offset by revenue), development of the French Immersion school administrator manual, and other projects and activities related to French Language instruction, partly offset by minor miscellaneous variances.

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers financial assistance programs under the Official Languages in Education Program (OLEP). The Branch is also responsible for the preparation, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 31, 2006, the governments of Manitoba and Canada entered into an agreement under which Manitoba receives \$48,350,000 to cover the costs associated with French-language education and French language instruction for the four-year period ending in 2008/2009. This contribution will make it possible to give grants to school boards and independent schools that offer French curricula. It will also enable the Province to recover a portion of the operating expenses of the Bureau de l'éducation française Division.

Canada's contribution will be matched by an equivalent contribution from Manitoba that will be used to provide substantial support to the Division scolaire franco-manitobaine and the Collège universitaire de Saint-Boniface (CUSB) for French-language education. In addition, the contributions from both authorities will be used to support revitalization measures aimed at giving renewed impetus to the teaching of French as a Second Language.

The agreement with Canada also allowed Manitoba to support a range of activities by non-governmental organizations that complement the Department's curricula and expose students to the different aspects of French culture. It further enabled Manitoba to offer bursaries enabling students in the Province to continue their studies in French. A total of 587 post-secondary students thus commenced or continued university studies in French, and 134 teachers who teach in the French language upgraded their linguistic or pedagogical skills through summer courses at the CUSB or other Canadian post-secondary institutions. Canada's contribution enabled 23 school divisions and non-governmental organizations to develop and implement innovative educational and cultural programs, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Official Languages Program and Administrative Services Branch worked with the Council of Ministers of Education, Canada to implement two national OLEP programs. In 2006/2007, these Canadian Heritage-funded programs enabled Manitoba to hire 11 out-of-province and 23 Franco-Manitoban postsecondary students to work as language monitors in public schools, and to select

some 20 Manitoba students to perform the same function in other parts of Canada. In addition, 408 students from other Canadian provinces came to Manitoba to study French or English as a Second Language; and 321 Manitoba students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

On March 31, 2007, the governments of Manitoba and Canada signed a supplementary agreement relating to a project initiated in 2005/2006 to boost the enrolment of entitled students in Francophone schools. This initiative is one of a series of measures aimed at boosting enrolment from the current figure of 33% to 36% by 2008/2009. This new two-year agreement ending in 2007/2008 will enable Manitoba to combine its efforts with those of the federal government to implement strategies designed to raise awareness of the *Français* school option and promote readiness for *Français* school through such means as improving access to early childhood services.

Cultural Projects

Together with 37 Manitoba and 12 out-of-province organizations, the Educational Support Services Branch co-ordinated 68 cultural projects involving some 22,600 students from *Français* and French Immersion schools and schools offering Basic French. A guide was developed to better prepare students and teachers for certain cultural events. The Branch also developed an activity kit for the open house, including two activity manuals, a poster and two theme songs. A guide and a newsletter were written to facilitate the co-ordination of cultural activities.

Cultural and Educational Agreements

The Official Languages and Administrative Services Branch participated in 14 projects for students and teachers under the Quebec-Manitoba Agreement. Thirteen teachers were selected for courses or practicums in Quebec. Eighteen specialists from Quebec came to Manitoba to share their expertise in pedagogy and the production of instructional materials. A Manitoba writer participated in an exchange with a writer from Quebec. In addition, nine students from Manitoba were paired with eight students from Quebec for a six-month exchange consisting of a three-month stay in each province.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption-reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	751.2	18.00	868.6	(117.4)	1
Other Expenditures	788.7		1,060.4	(271.7)	2
Assistance	2,532.0		2,528.1	3.9	
Total Sub-Appropriation	4,071.9	18.00	4,457.1	(385.2)	

1. Under expenditure is due to budget for temporary staff not utilized, Voluntary Reduced Work Week savings, vacancies in three positions, partly offset by the General Salary Increase for 2006/07, and other minor variances.
2. Under expenditure is mainly due to lower than budgeted costs for general office expenses, and desktop services; ACELF grant budgeted in Other Expenditures (16-3D-2) but paid from Assistance (16-3D-3), and student exchange costs budgeted but not realized due to fewer participants than

anticipated. Under expenditure also reflects lower than budgeted translation costs due to delays in receiving original material to be translated, and other minor miscellaneous variances.

Library and Materials Production

The Library and Materials Production Branch (DREF) is responsible for providing instructional materials and library services to K-12 educators and education professionals in Manitoba's *Français* and French Immersion schools and to schools providing Basic French. Its clientele also includes departmental personnel; curriculum consultants; professors and student teachers at the Collège universitaire de Saint-Boniface, University of Manitoba and University of Winnipeg faculties of education; parents enrolled in the Home Schooling Program; and other stakeholders in the school system. The Branch also offers a teacher/co-ordinator service to rural *Français* schools. The production centre develops resources using new media such as videos, compact discs and DVDs to support curricula and the work of the BEF's assessment unit.

The objectives of the Branch are:

- to provide leadership and professional support in the development, selection and use of various media, including new technologies, as an integral part of the teaching or learning process;
- to provide library services and resources to education professionals to support K-12 curriculum implementation, student learning, assessment and performance, pedagogical research, and professional development and to meet educators' needs in terms of best practices and the enrichment of school libraries;
- to select, acquire, catalogue and distribute resources for pedagogical use in response to the needs expressed by the curriculum consultants of the Curriculum Development and Implementation Branch as well as schools in the Province;
- to duplicate materials from other jurisdictions for which the Branch has obtained reproduction rights for Manitoba schools;
- to promote best teaching practices, collection resources, and Branch services in rural *Français* schools, through the teacher/co-ordinator; and
- to produce new media resources to support the curricula and the assessment unit.

Library

The main purpose of the library is to distribute to users the more than 60,000 titles in its print and non-print catalogue. Some 69,200 documents and videocassettes were loaned out over the year. The reference desk answered 2,100 requests for information and introduced a number of clients to on-line catalogue searches. Clients used the new on-line reservation service to reserve 480 resources. The Branch recorded 360,000 hits on the website and 45,000 document searches. Users had access to 530 CD-ROMs for loan and assessment purposes. The technical service recorded 3,850 acquisitions.

The Branch continued to offer the web export service to school libraries. This service enables school libraries to import bibliographic records from the DREF directly into their computer system.

Library personnel participated in 40 presentations/displays in the schools and school divisions to support the introduction of new curricula. The library also provided 30 tours of its facility. Direct contact was made with some 600 educators and 210 student teachers through these activities. The Branch and its personnel also attended the Manitoba Safe Schools Forum, the *Éducatrices et éducateurs francophones du Manitoba* conference, the Special Area Group (SAG) conference, and the Immersion conference.

The reading clubs initiative to promote youth literature continued at all grade levels in the *Français* and French Immersion schools. More than 9,580 students participated in this literary activity and, thanks to the support of three community sponsors, 180 prizes were awarded during monthly draws.

To promote the Branch, personnel published three lists of new acquisitions for *Français* and French Immersion schools and four lists for Basic French teachers. The personnel collaborated in the publication of the newsletter *La DREF en Action*. The committee also prepared nine internal theme-based exhibitions for the library and five external displays. A number of updates were also made to the Branch's website.

The DREF organized a literacy workshop with the Éditions de la Chenelière publishing house for 50 teachers from *Français* and French Immersion schools. There were two presentations, one for K-4 teachers, and a second for teachers of grades 5-8.

The personnel arranged for an author to visit through grants from the Quebec-Manitoba co-operation and exchange program. He visited 11 *Français* and French Immersion schools and gave 15 presentations to 400 students and 25 teacher librarians and teacher's aides.

Production and Duplication Service

This service was responsible for producing 19 DVDs and 11 CDs on behalf of the assessment unit for the pilot and official Grade 12 tests administered in the FL1 and FL2-I programs.

A total of 585 DVDs and 490 CDs were burned over the course of the year, and 7 videotapes were dubbed.

Rural Teacher/Co-ordinator

The teacher/co-ordinator for rural *Français* schools planned and taught 354 courses in conjunction with teachers, using a variety of instructional resources. Support materials for the new curricula were also promoted. An emphasis was placed on the integration of new technology, including CD-ROMs and access to educational websites. The teacher/co-ordinator visited 28 schools offering the FL1 program and met with 620 teachers.

Viewing Centre

The viewing centre enabled many curriculum consultants and student teachers to assess approximately 533 CD-ROMs prior to purchasing them.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. The Branch used recycled paper and printer cartridges to cut down on waste. For larger faxed mail-outs to schools, a standard, non-personalized transmission slip was used. The practice of laminating resources was kept to a minimum. Where possible, ethanol was used to fill the vehicle driven by the teacher/co-ordinator. Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

The Branch continued to encourage employees to use more environmentally friendly methods of transportation such as bicycles, car-pooling, public transit, walking, etc. Electronic communications were encouraged to cut down on travel and the use of paper.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	470.3	11.00	491.9	(21.6)	
Other Expenditures	467.4		290.0	177.4	1
Total Sub-Appropriation	937.7	11.00	781.9	155.8	

1. Over expenditure is due to payment for seconded staff budgeted in Salaries but paid from Other Expenditures and costs for the purchase of library materials and resources which were greater than budgeted.

Education and School Tax Credits

Manitoba Education Property Tax Credit

The Manitoba Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic \$400 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants, and those who are entitled to an income-tested additional amount, claim the credit on their annual income tax return. The objective of the credit is to reduce the amount of education property tax paid by Manitobans with a larger reduction for those with lower incomes.

4 (a) Manitoba Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Manitoba Education Property Tax Credit	183,237.3		184,301.0	(1,063.7)	1
Total Sub-Appropriation	183,237.3	0.00	184,301.0	(1,063.7)	

1. Under expenditure reflects lower amounts claimed than budgeted, processed through the income tax system, partly offset by an increase in claims for resident homeowners' tax assistance due to an increase in new home starts.

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
School Tax Assistance for Tennants and Homeowners (55+)	2,170.2		2,601.0	(430.8)	1
Total Sub-Appropriation	2,170.2	0.00	2,601.0	(430.8)	

1. Under expenditure reflects a greater decrease than budgeted in the School Tax Credit for Homeowners due to the impact of an increase in the average income level of claimants, resulting in a reduction of benefits under the formula used. Under expenditure also reflects lower than budgeted School Tax Assistance for Tenants due in part to a decrease in the proportion of renters amongst claimants that was not factored in the budget calculation.

Support to Schools

Schools Finance

The objectives of this branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management, and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial, and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities, which enhance the quality of education for Kindergarten to Grade 12 students in Manitoba.

The FRAME (Financial Reporting and Accounting in Manitoba Education) Committee was deferred during the 2006/07 year while the Public Sector Accounting Board (PSAB) Committee reviewed the changes to the new PSAB standards. The PSAB Committee, comprised of branch staff, school division secretary-treasurers, two school division auditors, and staff from the Office of the Auditor General and the Provincial Comptroller's office, met six times during the 2006/07 fiscal year. Revisions to the FRAME manual incorporating the new standards, effective for the 2006/07 school year, will be issued in June 2007.

The Branch released the public school FRAME report for the 2004/05 financial statements and 2006/07 budget, and the September 30, 2006 Enrolment Report. The Branch also released the independent school FRAME report for the 2004/05 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, the English as an Additional Language Advisory Team, and the Public Sector Accounting Board (PSAB) Committee.

The Branch provided financial analysis in the areas of public school funding for the 2007/08 school year (announced January 29, 2007) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2005/06 school year were completed.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In February 2005, government announced \$135 million for new capital construction for a 3-year period beginning with the 2005/2006 school year. For the fiscal year ended March 31, 2007, 97 debentures were issued for a total of \$66.6 million for both new and previously approved projects.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of The Public Schools Act, regulations, and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the exclusive use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer to use scrap paper for printing "draft" documents, and makes an effort to reuse supplies where possible, such as old file folders and binders. Staff also makes extensive use of communication tools to reduce the amount of paper. For example, PSAB accounting policies are communicated to school divisions via e-mail and posted on the internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; electronic (from a personal computer) faxing of property assessment and Education Support Levy calculations to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools, and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	889.2	15.50	942.9	(53.7)	
Other Expenditures	180.0		140.4	39.6	
Property Assessment	2,594.8		2,594.8	0.0	
Total Sub-Appropriation	3,664.0	15.50	3,678.1	(14.1)	

Education Administration Services

Administration Unit

The Administration Unit has the responsibility of maintaining an effective legislative, regulatory and policy framework for elementary and secondary education. Toward that goal, the Unit performs a departmental co-ordination role in the revision of legislation and regulations. The Branch also undertook a review of the codes of conduct and emergency response plans for all school divisions, public schools, and funded independent schools to ensure that coverage of the common elements contained within the Safe Schools Charter legislation were met. Feedback was provided to all divisions and schools so that appropriate follow-up could occur.

The Administration Unit also continues to fulfill an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to The Education Administration Act, The Public Schools Act, their supporting regulations, and on the education system in general. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations which the Unit answered in writing, in person, and by providing information by telephone.

The Translation Unit facilitated communication of departmental program and policy thrusts by co-ordinating the translation and proofreading of numerous documents including: curriculum documents, funding materials, Public Schools Finance Board materials, Manitoba Student Loans materials, several websites, Future to Discover materials, School Planning Reports, Middle Years Assessment materials, Arts Education materials, Technical Vocational Initiative materials, Community Schools materials, A Celebration of Teaching Excellence in Manitoba materials, MB4Youth materials, Education Manitoba articles, Safe Schools materials, Private Vocational

Institutions materials, the Manitoba Prospects tabloid, FRAME Report, Appropriate Educational Programming materials, Wuskawatim information materials, and Red River Floodway materials.

This year, 3,234 pages were translated externally. Staff of the Unit translated, researched and proofread 1,972 pages. In total, the Unit processed 5,206 pages for Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy.

Both the departmental lexicon (word bank) and the new localization software (SDLX) continue to be utilized, updated and enhanced in an effort to streamline the translation process and increase efficiency and productivity.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage, and utilizing electronic communication whenever possible. With respect to the Province's Aboriginal Procurement Initiative, the Branch where possible, will take opportunities to purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings. As well, the Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

Independent Education Unit

The Independent Education Unit is responsible for ensuring that students who are enrolled in funded and non-funded independent schools and students who are home schooled receive an education that is equivalent to that of students enrolled in the public school system. The Unit facilitates ongoing communication between the Department, independent schools, school divisions, and Hutterian communities. The Independent Education Unit also liaises with organizations such as the Manitoba Federation of Independent Schools, the Association of Christian Schools International, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface and the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools and the Manitoba Association of Schooling at Home. The Unit responds to many inquiries from parents, departmental staff, and outside agencies regarding independent education in Manitoba. In addition, the Unit staff has made presentations to university classes on independent education and on other educational topics on request and facilitated workshops on school governance with school board members and representatives of parent advisory councils.

The Co-ordinator of the Independent Education Unit inspects a number of funded schools annually and provides services for the administration and staff in these schools. Currently, there are 60 schools that are funded or on the waiting list for funding. The Liaison Officer for Non-Funded Schools is responsible for reporting on the physical and educational status of 41 non-funded schools, as well as for liaison with and inspection of overseas school programs in China, Thailand, Turkey and Egypt where formal agreements exist with Manitoba. The Home School Liaison Officer processed *Notification of Home Schooling* forms for over 1,660 home schooled students, checked progress reports twice a year for these students, liaised with home school families, and visited home schools as appropriate.

Pupil Transportation Unit

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system. The Unit acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing and the Unit's newsletter - *The Signal*. In the area of student ridership, the Unit has assisted The Pembina Trails

School Division in the development of a new concept ridership program. The new concept utilizes constructs of emergency exit doors, emergency exit windows, roof hatches, and local video footage to teach and demonstrate school bus evacuation techniques and ridership safety. The Department has also made a significant financial contribution towards the development of this project. It is anticipated that the new concept ridership program, which has training modules for specific age groups, will be ready for province-wide distribution within the next school year.

As a reminder to the public and students about the importance of school bus safety, School Bus Safety Week materials were obtained and distributed to schools. The Unit conducted one school division transportation system review, which included a three-day visit by PTU staff to the division. The review provided the participating division with feedback on such areas as operating practices and regulatory compliance.

The Unit trains and certifies school bus driver instructors who, in turn, instruct and certify school bus drivers at the local level. The Unit issues the School Bus Operator's Certificate to newly qualified school bus drivers and maintains a registry of all certified school bus operators in the Province.

In support of the continued operation of the provincial school bus fleet, the Unit co-ordinated the central tender purchase of new school bus vehicles on behalf of participating school divisions. The central tender purchase includes preparation of specifications for school buses, tender documents, inspection data, and defect analysis. In addition, pilot model reviews and plant audits were conducted at chassis and body manufacturing locations. All new school buses purchased through the central tender are subjected to a final acceptance inspection performed by PTU inspectors prior to delivery to the school division.

One PTU staff person is member and Chair of the Canadian Standards Association's (CSA) D-250 Technical Committee on School Buses. The mandate of this national committee is to develop Canadian safety standards for school bus vehicles. Participating on the CSA committee ensures Manitoba's views and concerns are communicated prior to implementing new standards. In May 2007, CSA will publish a new school bus safety standard (D250-07) which comes into effect November 1, 2007. In addition, Transport Canada has recently announced that new school buses must now be equipped with seat anchors and tethers for child restraint systems (CRS). Government departments have agreed to allow a 10-12 year phase-in period before mandating use of CRS in school buses. The rationale is to acquire the necessary securement equipment on a phase-in basis as the fleet is replaced before imposing the use of CRS in school buses.

In order to enhance preventive maintenance initiatives, mechanics' training seminars were conducted on a range of topics and a number of service bulletins were compiled for distribution to the field along with a semi-annual *Maintenance Publication* produced by the Unit. Ongoing revisions and updates to the *School Bus Driver's Handbook* will be reflected in future editions of the publication. Discussions were held with school division transportation officials on school bus equipment specifications. Additionally, the Unit acted as a liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues.

The Unit maintains a satellite office in Rivers, Manitoba. Due to the retirement of the administrative officer in Rivers, the unit has been working diligently to re-staff the Rivers office with a Field Officer who will provide assistance to school divisions in western regions of the Province. The new Field Officer will assume the position towards the end of May, 2007.

The Unit communicates with staff from Manitoba Public Insurance (formerly Vehicle Standards and Inspections) with regard to the annual inspection of 10% of the school bus fleet. Statistics obtained from these inspections are used to assess the effectiveness of local preventative maintenance programs.

Professional Certification and Student Records Unit

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators, and principals) in Manitoba's school system. Teaching certificates were issued to 780 education graduates. In addition, 83 School Clinician certificates, 66 Special Education certificates, 10 Special Education Co-ordinator's certificates, 96 Level 1 School Administrators, and 36 Level 2 Principal Certificates were granted. Another 267 teachers from out-of-province were certified.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Student Records office maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records. A total of 1,483 regular high school transcripts were issued.

The Unit also co-ordinates a teacher exchange program. Ten applications were processed and one match was arranged in Australia, two Manitobans withdrew, and seven had no match.

Statutory Board and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education, Citizenship and Youth created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met six times this year.

Provincial Evaluation Committee

Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification, and other issues with which the Unit is involved. The Committee met once this year.

Certificate Review Committee

The Certificate Review Committee is a statutory committee, which falls under The Education Administration Act. It hears cases in which a teacher's or clinician's credentials are referred for review by the Minister. The Minister will then make decisions with respect to continued certification. There were no hearings in 2006.

Minister's Advisory Board

The Minister's Advisory Board provides recommendations to the Minister on a variety of education issues. The Board was not required to meet this year.

Board of Reference

The Board of Reference handles matters referred to it with respect to school division and district boundaries. It deals with requests for land transfers between divisions, creation of wards within

divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held 7 hearings during the 2006/07 fiscal year.

Statutory Responsibilities

Statutory responsibilities include The Blind and Deaf Persons' Maintenance and Education Act, The Education Administration Act, The Property Tax and Insulation Assistance Act [Part III.2], The Public Schools Act, The Public Schools Finance Board Act, The Teachers' Pension Act, The Teachers' Society Act, as per Schedule "G", Order in Council No. 418/2006.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	1,681.1	28.50	1,752.4	(71.3)	
Other Expenditures	482.0		461.2	20.8	
Total Sub-Appropriation	2,163.1	28.50	2,213.6	(50.5)	

Schools Information System

The Schools Information System (SIS) provides development, consulting, and maintenance support for technology and innovation initiatives related to Kindergarten to Grade 12 (K-12) schools. The primary application within the Schools Information System is the Education Information System (EIS), a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Systems and Technology Services (STS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by STS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council (SIMAC), comprised of representatives from the Manitoba Association of School Business Officials (MASBO) and the Manitoba Association of School Superintendents (MASS), collaborates with the Department regarding the effective management, use, and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the Province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks, and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data, and to provide information on teaching activities. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS Collection and EIS.

During 2006/07, STS developed new web-based applications for Middle Years Assessment (MYA) and the Provincial Test Student Registration (PTRS). In addition, STS led the project to create the Materials Evaluation Bibliography System (MEBS 2006).

In addition to the EIS, STS supports related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit, and Bureau de l'éducation française.

STS has an Information Technology Infrastructure Library (ITIL) Service Desk, which is directly linked to the EDS corporate desk top Service Desk. All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. To meet the Sustainable Development Procurement Goals, information on Manitoba's Sustainable Development Procurement Guidelines has been reviewed and circulated to all staff (Goal #1 - Education, Training and Awareness). The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper (Goal #2 - Pollution Prevention and Health Protection). The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings (Goal #3 - Reduction of Fossil Fuel Emissions).

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	495.8	6.00	465.8	30.0	
Other Expenditures	279.2		310.0	(30.8)	
Total Sub-Appropriation	775.0	6.00	775.8	(0.8)	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2006/07 school year increased by 2.8%, or \$23.6 million, to \$926.0 million from \$900.4 million for the 2005/06 school year. Funding is supported by general revenue appropriations and the Education Support Levy.

Funding to independent schools for the 2006/07 school year is projected to increase by 2.8%, or \$1.3 million, to \$46.4 million from \$45.1 million for the 2005/06 school year.

The Branch continued to work closely with the independent schools to facilitate enrolment and financial reporting consistent with the provision of funding.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2005 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to \$24.7 million in 2006/07 from \$23.3 million in 2005/06 due to an increase in payroll costs from 2004 to 2005.

Other Grants

The objective is to provide financial support to educational organizations.

During 2006/07, grants were paid to 16 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under the Teachers' Pensions Act. The Fund, comprised of teacher contributions and investment earnings, pays half the cost of teachers' pensions. The Department pays the other half. As at March 31, 2007, there were 10,720 retired teachers receiving TRAF pensions.

5 (d) Schools Grants

5 (e) Other Grants

5 (f) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual 2006/07	Estimate 2006/07		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Operating Grants	800,913.6		797,721.9	3,191.7	1
General Support Grants	24,672.7		24,059.3	613.4	2
Other Grants	3,211.2		3,253.4	(42.2)	
Teachers' Retirement Allowances Fund	126,100.9		123,538.5	2,562.4	3
Total Sub-Appropriation	954,898.4	0.00	948,573.1	6,325.3	

1. Over expenditure is due to the payment of the Federal portion of the special grant for the Division scolaire franco manitobaine. Over expenditure also relates to the New School Grant to the Garden Valley School Division for the opening of the Emerado Centennial School; an increase to the Mystery Lake School Division to increase graduation rates, and for a Community Schools Initiative; an increase to the Frontier School Division operating budget], and Frontier Tuition Fees for students attending a First Nation school; partly offset by lapses in 2005/06 school-year payments for Independent Schools, Frontier School Division Common Area Churchill, Building Student Success with Aboriginal Parent gathering, Sustainable Development, Institutional Programs, and Special Needs.
2. Over expenditure reflects payments to school divisions and districts related to payroll costs, provided to reimburse the Levy for Health and Education paid to the Province.
3. Over expenditure is due to reciprocal transfer payments, which were greater than budgeted, greater payments than projected related to deceased pensioners, and an increase in Clinician Service Refunds, partly offset by lower than anticipated payments to pensioners for the cost of living adjustment (COLA), marriage break-ups, and other minor variances.

MB4Youth

The MB4Youth Division is committed to ensuring that youth have access to learning, training, employment, career development resources, volunteer and leadership opportunities, citizenship education, opportunities to be engaged in their community and information related to provincial youth programming and services. MB4Youth continues to support youth, students and unemployed Manitobans in the transition to and from work and school, and has continued to develop successful partnerships with employers and community organizations throughout the Province. In 2006/07, 7,748 students and youth were assisted or employed through programs and services offered by the Division.

The following programs and services are supported under the sub-appropriation called **Division Administration** which strives to:

- Support student and youth learning, training and employment opportunities within the Government of Manitoba, private businesses and community agencies,
 - Support youth citizenship, engagement and community involvement initiatives, and
 - Maintain ongoing consultation and communication with youth educators, and community leaders regarding youth issues, priorities and goals.
-
- **Aboriginal Youth Internship Program** – provides inner city Aboriginal high school students with the opportunity to explore careers in public and private sector businesses in Manitoba. The program encourages youth to stay in school and includes cultural awareness workshops, mentorship support and summer jobs with the host employers.
 - **Black Youth Internship Program** – provides high school students who are of African-Caribbean origin with internships in the public and private sector to assist them with their transition to work and encourage them to stay in school. The program includes cultural awareness workshops, mentorship support and summer jobs with the host employers.
 - **The Lieutenant Governor's Youth Experience Program (LGYEP)** invited 32 Winnipeg and 23 rural schools with a high population of at-risk youth to participate and as a result 537 students registered in the program. The LGYEP encourages high school students to improve both academically and personally. The LGYEP is run by a volunteer board selected by the Lieutenant Governor.
 - **Youth Transition: From Work to Post-Secondary Education** is co-ordinated in partnership with MB4Youth and Manitoba Student Aid. The program assists recent Grade 12 graduates who lack the financial resources to enter post-secondary with a meaningful work experience with the provincial government and/or approved private sector employers. When students complete their 10 - 14 month employment term and enroll in a designated post-secondary program they receive a \$3,000 bursary in addition to their salaries to continue onto post-secondary education. The program includes mentorship support and informational sessions including university tours, budgeting, workplace safety and health and student financial assistance.
 - The **Manitoba Youth Job Centres** are operated by Manitoba Education, Citizenship and Youth in co-operation with a community-based sponsoring committee of Human Resources and Social Development Canada. The Manitoba Youth Job Centres provide local summer job placement services for students and youth in Winnipeg, rural and northern communities, as well as job search information for individuals and groups. The Division has seen an increased number of youth requiring individual and personalized job search techniques and is responding with career development services to meet those needs.
 - **STEP Services** operates a centralized registration and referral service for students seeking full-time, part-time and co-operative education employment with provincial government

departments, related organizations and employers participating in government employment programs. Students and youth are also referred to employment opportunities with Urban Green Team, Hometown Green Team, CareerOptions for Students with Disabilities and the Quebec and New Brunswick Exchange programs. Links to career development tools such as interview preparation and workplace safety and health have been provided to students through the STEP Services website. STEP Services, in partnership with the Civil Service Commission piloted information sessions on careers in the civil services and workplace safety and health for students working in summer positions with the provincial government.

- **Part-Time STEP** is an extension of STEP Services that provides part-time employment for post-secondary students during the school year.
- **CareerOptions for Students with Disabilities** provides students with disabilities the opportunity to gain new skills and have full-time and part-time employment opportunities with various provincial government departments.
- **Quebec and New Brunswick Exchange programs** provides 12 Manitoba students with career-related summer work experience, exposure to a new culture and the opportunity to improve French language skills.
- **Volunteers in Public Service** places volunteers in career-related short-term positions within government.
- The **MB4Youth Advisory Council** advises the Minister of Education, Citizenship and Youth on issues related to employment, learning, youth engagement and other issues important to youth. The Council is composed of up to 15 youth from across Manitoba who are leaders in their communities. Council members facilitated discussions at the Annual Youth Citizenship Conference and The Youth Town Hall Meeting with Ministers. In addition to these events, council members participated in a Healthy Living Sub-Committee that provided feedback and input to the Minister of Healthy Living.
- The **Youth Town Hall Meeting with Ministers** brought together approximately 80 youth from across the Province to identify priorities and questions of concern to them. Youth had the opportunity to share their issues and questions with five Cabinet Ministers. Additionally, the Youth Town Hall Meeting with Ministers serves as a channel for government employees to receive input from youth that could shape programs and policies.
- The **Annual Youth Citizenship Conference** was held in Beausejour and brought together 80 students from across Manitoba to examine issues including cultural diversity, racism and human rights. Youth had the opportunity to hear what various schools' and communities were doing to address these concerns. The conference featured a keynote speaker, presentations and group discussions focusing on the theme *Valuing Our Diversity*.
- The **Manitoba Grants for Innovation in Citizenship Education** awarded 10 grants of \$1,000 each to schools to assist them with developing and implementing an innovative youth citizenship education program or project in their school/community.
- The **Youth Making a Difference website** features stories of young people who have made a positive impact in their community, province, country or on a global scale.
- MB4Youth liaised with the Speaker's Office to bring an educational perspective to the **Manitoba Institute on Parliamentary Democracy** and the **Classroom in the Legislature**.
- MB4Youth provided both financial and in-kind support to various community and government sponsored events and conferences focusing on youth leadership, citizenship and youth engagement.

- The **MB4Youth website** connects youth to over 220 information, programs, resources and services across government. The website features information for youth on a wide range of issues, from education and training, employment, health, recreation, culture and much more. Through the MB4Youth website, a provincial youth list serve was developed so information relevant to youth can be shared on a regular basis.
- The **MB4Youth Newsletter** provides youth with information on upcoming youth events, programs and services. New issues are distributed to Manitoba high schools and youth serving agencies semi-annually. Additionally, it is posted on the MB4Youth website.

The following programs and services are supported under the sub-appropriation called **Career and Leadership Development** which strives to:

- Provide career development resources to Manitoba students and youth to help in the transition from school to work and post-secondary education and encourage and support young people to consider career in the trades, information technology and arts and culture,
- Provide post-secondary students with the opportunity to acquire learning, training and work experience, and
- Recognize students and youth who make a difference in their communities by doing community service work.
- **CareerFocus** provides students with the opportunity to explore careers and establish contacts that may lead to permanent employment following graduation. This program provides support to high school and post-secondary instructors to identify employers who can provide employment opportunities and experiences related to the student's career plans.
- **Youth info.works** provides wage incentives and training support to youth in the Community Access Program Youth Initiative, which operates in partnership with Industry Canada, Manitoba E-Association Inc., and Human Resources and Social Development Canada.
- The **School and Community Arts Program** is a joint initiative of Manitoba Education, Citizenship and Youth and Manitoba Culture, Heritage and Tourism. The program supports the artistic development of students and communities with limited access to arts education through the Arts Education Access Program, After School Arts Enrichment Program and the Youth Performing Arts Travel Grant.
- MB4Youth supported the development of a website that provides information related to a wide range of **Careers in the Arts**. In addition, resources targeted at careers in the arts were distributed to high schools and youth serving agencies in the fall.
- **Manitoba Mentorships** supports Manitoba Education, Citizenship and Youth's commitment to helping post-secondary students continue and complete their education by providing businesses with wage incentives to create career-related, part-time employment opportunities for post-secondary students during the school year. Students are provided with the opportunity to gain career-related skills and earn income to continue their studies.
- **Youth Serves Manitoba** encourages post-secondary students to engage in meaningful, part-time community service relating to their career goals. Approved students volunteer with incorporated non-profit or registered charitable organizations during the school year and receive a bursary towards their tuition or student loans. Students can apply to receive a second bursary for additional hours of community service.
- **Youth Build** is a community service program that provides youth with job training and pre-apprenticeship whereby youth work under the supervision of a journeyperson to renovate homes. Youth have the opportunity to gain leadership skills and make a difference in their

community. Youth Build has one program located in Winnipeg and one program located in Thompson.

- Since June 2005, MB4Youth Division has supported a bilingual career exploration tool for use in middle schools, high schools and youth serving agencies. Choices Planner provides youth with information on careers, education and planning for their future. Choices Planner is available to over 500 middle schools, senior year schools and youth-serving agencies in the Province.
- Providing career development information across the Province, including rural and northern areas continues to be a priority for the Division. Through career symposia, career fairs and various targeted sessions the Division strives to provide youth with valuable information about programs and services that help them to plan for their future. Targeted sessions range from individual school or organization presentations, institutional career fairs, provincial and/or regional career fairs, and most notably the Brandon and Winnipeg Career Symposia. MB4Youth staff also co-ordinated and attended career fairs at Villa Rosa, Manitoba Youth Centre and Manitoba School for the Deaf.

The following programs and services are supported under the sub-appropriation called **Youth Community Partnerships** which strives to:

- Provide employment and training opportunities to students and youth throughout Manitoba, and
- Assist and encourage young people to pursue self-employment as a career option.
- **Partners With Youth** is a joint initiative between Manitoba Education, Citizenship and Youth and Manitoba Intergovernmental Affairs that supports rural and northern projects which improve the employability of youth with multiple barriers to employment and/or who are on income assistance. Partners with Youth contracts with rural community/non-profit organizations, community-based groups, institutions and private training agencies to deliver a range of training and employment interventions such as basic literacy, academic upgrading, work experience placements, employability skills and job search assistance to meet participants' needs.
- The **Young Entrepreneurs Program** is a business grant program that encourages Manitoba's young people to start their own full-time business and consider self-employment as a career option. Approved applicants are eligible for a grant of up to \$4,000 to help defray business start-up costs and capital expenditures. Through the **Skill Development for Young Entrepreneurs Program**, approved applicants are eligible to receive an additional grant of up to \$1,000 to assist with the costs of completing a business-related training course.
- **Youth NOW (New Opportunities for Work)** provides youth who are currently in receipt of income assistance or who are identified as at-risk youth with an opportunity to participate in project-based training and employment initiatives that will assist them to prepare for, and secure employment. The Division contracts with non-profit organizations, community-based groups, institutions and private agencies in Winnipeg to develop and deliver a range of training and employment interventions such as basic literacy, academic upgrading, work experience placements, employability skills and job search assistance to meet participants' needs.
- **Urban Green Team (UGT)** provides grants to Winnipeg non-profit organizations to create meaningful, career-oriented summer jobs for youth in a variety of community development projects to improve neighbourhoods and build young leaders. UGT has increased the number of opportunities for Aboriginal youth and as a result, the number of Aboriginal youth hired has increased by 10% since 2004.

- **Rural Economic Development Initiative (REDI) Green Team** provides salary and administrative support funding to hire rural youth aged 16 to 24 to enhance the services provided in provincial parks. **Hometown Green Team (HGT)** provides salary and capital funding on a cost-shared basis to encourage rural municipal/civic governments, conservation districts and non-profit organizations to initiate projects that will result in benefits for the local community.

Under the sub-appropriation called **Partners for Careers**, the Division strives to:

- Assist Aboriginal graduates of high school and post-secondary education to secure employment and provide information on career development and community supports to students, youth and parents as they prepare for their future,
 - Assist Aboriginal youth entrepreneurs in accessing resources and supports to pursue self-employment as a career option, and
 - Provide information on broader resources available, when pursuing education or employment opportunities, to support successful transitions from rural and northern communities to Winnipeg.
- **Partners for Careers** as a signpost to services offers 'front end' service delivery at the Murdo Scribe Centre at 510 Selkirk Ave and is part of the commitment to provide comprehensive career/community services that connect people to their communities. Partners for Careers is a joint initiative of the Province of Manitoba and the Government of Canada. Approximately 60% of all clients served are between 16 and 29 years of age.

Partners for Careers helps match Aboriginal job seekers with employment opportunities throughout the Province of Manitoba. These agencies serve as contractors to deliver the services of the program. The two existing agencies are the Staffing Solutions at the Centre for Aboriginal Human Resource Development in Winnipeg, and the Manitoba Association of Friendship Centres, which serves clients in 10 rural and Northern Manitoba communities.

The *Guide to Winnipeg for Aboriginal Newcomers* provides information for newcomers on Housing, Transportation, Education, Income supports and much more. Over 40,000 books have been distributed since 2000 to schools, Aboriginal Human Resource Development Agencies, social services and health services throughout the Province.

The Aboriginal Youth Mean Business! EXPO connects organizations that support Aboriginal entrepreneurship with Aboriginal youth considering business ownership. The EXPO is sponsored and organized through Partners for Careers as well as development and maintenance of the Aboriginal Youth Mean Business! Website www.aymb.ca.

Sustainable Development

The Division follows sustainable development practices in both daily operations and programming. From a programming approach, Division staff and an MB4Youth Advisory Council member participated in Manitoba Educating for Sustainable Development Working Group sessions. From an operational perspective, the Division continued to reuse and recycle any paper, boxes and packing material. Re-manufactured toner cartridges were used in fax machines and printers and ethanol blended gasoline was purchased for Fleet vehicles when available.

Highlights of Activities Co-ordinated by the Division

- A **Youth Leadership Seminar** was held in February 2007 at Camp Arnes, for youth aged 16 to 24 and group leaders from youth serving organizations throughout the Province. The Seminar provided youth with the opportunity to build organizations capacity, to establish

networks among youth serving agencies and to develop knowledge and skills related to program planning.

- Manitoba Education, Citizenship and Youth introduced the **Manitoba Youth Leadership Scholarship**. Two hundred scholarships of \$500 each were made available to Manitoba Grade 12 students who were involved in meaningful volunteer activities targeted at promoting healthy living and who intend to go to a recognized post-secondary institution.
- **STEP Services** announced that STEP student-specific wages would increase effective April 1, 2006 by the rate equivalent to the general pay increase negotiated for Civil Service salaries for the period from 2003/04 to 2006/07 inclusive. This resulted in a 10.4% increase to STEP rates, making them more attractive to students and youth looking for full-time and part-time employment.
- The Province of Manitoba, in partnership with Service Canada, officially announced the opening of a year-round **Service Canada Centre for Youth** in Winnipeg. This year-round Winnipeg centre, in addition to nine additional May to August offices situated throughout the Province, will provide career assistance to students and youth. The offices will provide job search training, employment referrals, resume preparation and interview skills. Additionally, students and youth can access information about Provincial and Federal programming related to education, health, housing, training, travel and taxation. To promote the new offices and the Manitoba Youth Job Centres, the Province of Manitoba and Service Canada has partnered to develop a unique promotional CD entitled *Manitoba Amplified* that features young Manitoba artists from a variety of backgrounds and musical genres.

Synopsis of Activity Levels for 2006/07

Division Administration

Aboriginal Youth Internship Program

Students placed 38

Black Youth Internship Program

Students placed 35

Lieutenant Governor's Youth Experience Program

Students registered 537

Youth Transition

Students employed 10

Manitoba Youth Job Centres

Students/youth registered 2,554

Individuals assisted (job search, resumes, self-marketing skills) 22,700

Students/youth placed 1,578

STEP Services

Students registered 8,380

Students placed (in government)

in STEP positions 477

in budget positions 780

Total 1,257

Part-Time STEP

Students placed 267

CareerOptions for Students with Disabilities

Students placed (in government) 42

Quebec Exchange

Students placed 8

New Brunswick Exchange

Students placed 2

Volunteers in Public Service

Volunteers placed 3

MB4Youth Advisory Council Members

13

Youth Town Hall Meeting Participants

80

Youth Citizenship Conference

80

MB Grants for Innovation in Citizenship Education

Grants awarded 10

Youth Leadership Seminar Participants

60

Career and Leadership Development

CareerFocus, students employed 715

Youth <u>info.works</u>, students/youth employed	54
School and Community Arts Program	
Grants approved	23
Manitoba Mentorships, students employed	51
Youth Serves Manitoba, students assisted	146
Youth Build	46
<u>Youth Community Partnerships</u>	
Partners With Youth	
Projects supported	24
Clients employed/assisted	337
Young Entrepreneurs	
Grants approved	55
Total Clients employed/assisted	392
Youth N.O.W.	
Projects supported	13
Clients employed/assisted	396
Urban Green Team	
Projects funded	401
Positions approved	692
Students/youth employed	794
REDI Green Team	
Projects funded	347
Positions approved	463
Students/youth employed	758
<u>Partners for Careers</u>	
Partners for Careers	
Youth placed	621
Total Students/Youth Employed or Assisted	7,748

6 MB4Youth

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
(a) Salaries and Employee Benefits	1,831.1	118.73	1,718.6	112.5	1
(b) Other Expenditures	530.9		473.3	57.6	
(c) Career and Leadership Development	1,113.0		1,330.8	(217.8)	2
(d) Youth Community Partnerships	5,624.0		5,810.7	(186.7)	3
(e) Partners for Careers	297.8		334.0	(36.2)	
(f) Recoverable from Aboriginal and Northern Affairs	(200.0)		(200.0)	0.0	
(g) Recoverable from Urban and Rural Economic Development Initiatives	(3,972.4)		(4,162.5)	190.1	
Total Sub-Appropriation	5,224.4	118.73	5,304.9	(80.5)	

1. Over expenditure is due to greater payments for term employees required to deliver programming, costs for the Youth Transition Program, funding required for STEP students, Special Government Initiative supports for Carer Options and Quebec Exchange Programs, the Manitoba Youth Job Centre – Year Round Project, and other minor net variances; partly offset by vacancies in six positions.
2. Under expenditure is due to a decrease in the number of projects supported by YouthBuild, a decrease in claims paid to Business Mentorships, Youth Serves Manitoba, and Youth Info Works; under expenditure is also due to claims for Youth Leadership Scholarships, budgeted in 2006/07, deferred until 2007/08, partly offset by an increase in the claims paid for Career Focus, higher cost than anticipated for Careers in the Arts, and grant payments to Choices, Career Symposium, Skills Canada, Safe Workers of Tomorrow, Black Youth Internship, Junior Achievement, and other minor miscellaneous grants.
3. Under expenditure is due to a reduction in the Rural Economic Development Initiative (REDI) Green Team (delivered by the Department of Conservation), Urban Green Team, and Young Entrepreneurs, partly offset by an increase in claims for Hometown Green Team, and Partners with Youth Grants.

Capital Grants for School Divisions

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

7 Capital Grants for School Divisions

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Capital Grants for School Divisions	77,318.7		58,886.9	18,431.8	1
Total Sub-Appropriation	77,318.7	0.00	58,886.9	18,431.8	

1. Over expenditure reflects costs to fully expense projected debenture issues in accordance with public sector accounting principles.

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

8 (a) Desktop Services

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Amortization Expense - Transition	117.6		117.7	(0.1)	
Enterprise Software Licenses	185.0		185.7	(0.7)	
Total Sub-Appropriation	302.6	0.00	303.4	(0.8)	

8 (b) Amortization Expense

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Amortization Expense	131.7		131.8	(0.1)	
Total Sub-Appropriation	131.7	0.00	131.8	(0.1)	

8 (c) Interest Expense

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Interest Expense	10.4		10.5	(0.1)	
Total Sub-Appropriation	10.4	0.00	10.5	(0.1)	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education, Citizenship and Youth

Expenditures by Sub-Appropriation	Actual 2006/07 \$000	Estimate 2006/07		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
B.5 Capital Investment	175.0		175.0	0.0	
Total Sub-Appropriation	175.0		175.0	0.0	

Financial Information

Reconciliation Statement (\$000s)

DETAILS	2006/07 ESTIMATES
2006/07 Main Estimates	\$1,245,270.3
Main Estimates Authority Transferred from:	
- Enabling Appropriations	
▪ Workforce Adjustment	313.5
2006/76 Estimate	\$1,245,583.8

Expenditure Summary

Expenditure Summary
For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

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**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
	16-2 School Programs				
	(a) Division Administration				
278.5	- Salaries and Employee Benefits	271.1	261.9	9.2	
76.5	- Other Expenditures	73.6	84.9	(11.3)	
	(b) Manitoba School for the Deaf				
3,332.8	- Salaries and Employee Benefits	3,299.1	3,405.9	(106.8)	3
585.2	- Other Expenditures	620.5	615.9	4.6	
	(c) Instruction, Curriculum and Assessment				
7,794.1	- Salaries and Employee Benefits	6,810.5	6,493.0	317.5	4
5,907.4	- Other Expenditures	6,562.1	6,078.4	483.7	5
207.8	- Assistance	202.4	168.8	33.6	6
	(d) Program and Student Services				
5,081.3	- Salaries and Employee Benefits	4,502.4	4,526.4	(24.0)	
2,131.2	- Other Expenditures	2,700.7	2,810.3	(109.6)	7
129.1	- Assistance	128.3	127.1	1.2	
25,523.9	Total 16-2	25,170.7	24,572.6	598.1	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
	16-3 Bureau de l'éducation française				
	(a) Division Administration	163.1	122.3	40.8	8
167.6	- Salaries and Employee Benefits	46.1	52.9	(6.8)	
23.0	- Other Expenditures				
	(b) Curriculum Development and Implementation	891.6	886.6	5.0	
1,236.3	- Salaries and Employee Benefits	670.8	824.5	(153.7)	9
612.9	- Other Expenditures				
	(c) Educational Support Services	986.2	1,006.4	(20.2)	
1,385.9	- Salaries and Employee Benefits	638.2	563.0	75.2	
322.5	- Other Expenditures				
	(d) Official Languages Programs and Administrative Services	751.2	823.8	(72.6)	
868.6	- Salaries and Employee Benefits	788.7	953.1	(164.4)	10
1,060.4	- Other Expenditures	2,532.0	2,355.6	176.4	11
2,528.1	- Assistance				
	(e) Library and Materials Production	470.3	492.9	(22.6)	
491.9	- Salaries and Employee Benefits	467.4	491.4	(24.0)	
290.0	- Other Expenditures				
		8,405.6	8,572.5	(166.9)	
8,987.2	Total 16-3				

Manitoba Education, Citizenship and Youth
Expenditure Summary

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
	16-4 Education and School Tax Credits				
184,301.0	(a) Manitoba Education Property Tax Credit	183,237.3	181,061.2	2,176.1	12
2,601.0	(b) School Tax Assistance for Tenants and Homeowners (55+)	2,170.2	2,457.1	(286.9)	13
186,902.0	Total 16-4	185,407.5	183,518.3	1,889.2	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
	16-5 Support to Schools				
	(a) Schools Finance				
942.9	- Salaries and Employee Benefits	889.2	888.1	1.1	
140.4	- Other Expenditures	180.0	165.7	14.3	
2,594.8	- Property Assessment	2,594.8	2,617.2	(22.4)	
	(b) Education Administration Services				
1,752.4	- Salaries and Employee Benefits	1,681.1	1,562.5	118.6	14
461.2	- Other Expenditures	482.0	466.9	15.1	
	(c) Schools Information System				
465.8	- Salaries and Employee Benefits	495.8	482.3	13.5	
310.0	- Other Expenditures	279.2	371.5	(92.3)	
	(d) Schools Grants				
797,721.9	- Operating Grants	800,913.6	758,364.2	42,549.4	15
24,059.3	- General Support Grants	24,672.7	23,307.1	1,365.6	16
3,253.4	(e) Other Grants	3,211.2	3,227.0	(15.8)	
123,538.5	(f) Teachers' Retirement Allowances Fund	126,100.9	114,595.6	11,505.3	17
955,240.6	Total 16-5	961,500.5	906,048.1	55,452.4	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
16-6	MB4Youth				
1,718.6	(a) Salaries and Employee Benefits	1,831.1	1,715.8	115.3	18
473.3	(b) Other Expenditures	530.9	515.6	15.3	
1,330.8	(c) Career and Leadership Development	1,113.0	1,061.5	51.5	
5,810.7	(d) Youth Community Partnerships	5,624.0	5,726.6	(102.6)	
334.0	(e) Partners for Careers	297.8	294.2	3.6	
(200.0)	(f) Less: Recoverable from Aboriginal and Northern Affairs	(200.0)	(200.0)	0.0	
(4,162.5)	(g) Less: Recoverable from Urban and Rural Economic Development Initiatives	(3,972.4)	(4,071.2)	98.8	
5,304.9	Total 16-6	5,224.4	5,042.5	181.9	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
58,886.9	16-7 Capital Grants for School Divisions	77,318.7	44,967.8	32,350.9	19
58,886.9	Total 16-7	77,318.7	44,967.8	32,350.9	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2007, with comparative figures for the previous fiscal year (\$000s)

Estimate 2006/07	Appropriation	Actual 2006/07	Actual 2005/06	Increase (Decrease)	Explanation Number
	16-8 Costs Related to Capital Assets				
	(a) Desktop services				
117.7	- Amortization Expense - Transition	117.6	117.5	0.1	
185.7	- Enterprise Software Licenses	185.0	197.4	(12.4)	
131.8	(b) Amortization Expense	131.7	140.0	(8.3)	
10.5	(c) Interest Expense	10.4	8.3	2.1	
445.7	Total 16-8	444.7	463.2	(18.5)	
1,245,583.8	Total - Education, Citizenship and Youth	1,267,463.7	1,176,877.8	90,585.9	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2007 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. Increased expenditure is due to the salary recovery for Systems and Technology staff assigned to the interim-JRS Hydro and Floodway systems in 2005/06 and the General Salary Increase for 2006/07.
2. Increase mainly results from additional costs in 2006/07 for the Making Education Work project, costs for a school follow-up survey for the Canada Millennium Scholarship Fellowship, 2006/07 grants for research projects paid to Brandon University and the Brandon School Division, costs for the 2006/07 Rural Education Round Table, and other minor variances.
3. Decreased expenditure reflects lower vacation/severance payments in 2006/07, vacancies in five positions, and other minor miscellaneous variances, partly offset by the General Salary Increase for 2006/07.
4. Increased expenditure in 2006/07 mainly relates to: the General Salary Increase, merit increment and reclassifications, payment for three positions that were vacant in 2005/06, and other minor miscellaneous variances, partly offset by voluntary reduced workweek savings.
5. Increased expenditure in 2006/07 relates to the Middle Years Initiative, mainly due to a restructuring of funding and expenditures for in-service, higher printing costs, increased costs for secondments, and higher operating costs related to Future to Discover, partly offset by fewer computer hardware purchases in 2006/07, a reduction in program delivery and acquisition of Learning Resource Reviews, and other minor miscellaneous variances.
6. Increased expenditure reflects increased grant payments in 2006/07 for the Youth Performing Arts Travel program, the Winnipeg Symphony Orchestra Harvest Tour, and to the Ladybug Foundation, partly offset by grant payments in 2005/06 to the Manitoba Association of School Superintendents, Social Planning Council of Winnipeg, and Council of School Leaders.
7. Decrease in expenditures relates to additional travel and interpreter costs for Bill 13 activities in 2005/06, and lower document production and printing costs in 2006/07.
8. Increase in expenditures mainly relates to the vacancy of the Assistant Deputy Minister position in 2005/06, and the General Salary Increase for 2006/07.
9. Decreased expenditure mainly relates to one-time grant payment made in 2005/06 for conferences, a decrease in software related expenses, a net reduction in costs associated with the editing and printing of various documents, and a reduction in payments for secondments to school divisions in 2006/07, partly offset by two new seconded positions in 2006/07, and a vacancy in 2005/06.
10. Decreased expenditure relates to a reduction in contracted translation fees for 2006/07 related to curriculum documents, partly offset by an increase in administration operating costs, a one time grant to the Senegal project, and other minor variances.

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2007 with comparative figures for the previous fiscal year (\$000s)

11. Increased expenditure relates to program increases for French Second Language Revitalization and an increased bursary take-up, partly offset by a reduction in grants to independent schools and other minor variances.
12. Increased expenditure reflects an increase to the number of housing units that were eligible for claims through the income tax system in 2006/07 and an increase in claims for resident homeowners' tax assistance due to an increase in new home starts.
13. Decreased expenditure reflects a decline in the School Tax Credit for homeowners in 2006/07 due to an increase in the average income level of claimants, resulting in a reduction of benefits under the formula used and partly offset by an increase in claims for School Tax Assistance for Tenants due to an increase to the number of claimants.
14. Increased expenditure relates to cost in 2006/07 for the General Salary Increase, retirement payouts for two positions, contract employee for information technology support in the Russell office, increased employee benefits, increased costs for STEP students, partly offset by savings for two positions filled at a lower step, and other minor miscellaneous variances.
15. Increase mainly relates to the Schools Finance Program due to the continued phase-out of the residential Education Support Levy (ESL) in 2006/07, a 2.8% increase included in the 2006/07 funding of schools announcement, and other minor variances; increase also reflects a change in the basis of funding for grants to the Frontier School Division, an increase for the Division scolaire franco-manitobaine (DSFM) special grant, increased funding for Independent Schools due to an increase in rates, increase for Healthy Schools, Institutional Programs, and the Winnipeg Technical College; increase also reflects new funding in 2006/07 for Sustainable Development, a new funding agreement for John G Stewart School, funding for the Mystery Lake Graduation Project, and other minor variances.
16. Increased expenditure reflects increased salary costs including retroactive settlements in school divisions.
17. Increased expenditure mainly reflects greater payments in 2006/07 for death benefits, an increase in the average monthly pension, reciprocal transfers, and other net minor variances.
18. Increased expenditure in 2006/07 reflects an increase in the number of youth supported through Special Government Initiatives, costs in 2006/07 for the General Salary Increase, and an increase in salary costs for managers at the Manitoba Youth Job Centres, partly offset by other minor variances.
19. Increased expenditure reflects an increase in debenture issues for the 2006/07 fiscal year and an increase in Minor Capital Grants.

Manitoba Education, Citizenship and Youth

Revenue Summary

For the fiscal year ended March 31, 2007 with comparative figures for the previous fiscal year (\$000s)

Actual 2005/06	Actual 2006/07	Increase (Decrease)	Source	Actual 2006/07	Estimate 2006/07	Variance	Expl. No.
TAXATION							
0.0	0.0	0.0	Total	0.0	0.0	0.0	
OTHER REVENUE							
634.9	572.8	(62.1)	Fees	572.8	651.0	(78.2)	1
323.1	323.0	(0.1)	Sundry	323.0	325.6	(2.6)	
958.0	895.8	(62.2)	Total	895.8	976.6	(80.8)	
GOVERNMENT OF CANADA							
704.7	1,100.8	396.1	Canada Millennium Scholarship Foundation Pilot Project	1,100.8	1,202.6	(101.8)	2
89.8	89.8	0.0	Labour Market Agreements for People with Disabilities	89.8	89.8	0.0	
9,856.8	10,925.2	1,068.4	Minority Languages Education and Second Language Instruction	10,925.2	6,489.9	4,435.3	3
10,651.3	12,115.8	1,464.5	Total	12,115.8	7,782.3	4,333.5	
11,609.3	13,011.6	1,402.3	Total – Education, Citizenship and Youth	13,011.6	8,758.9	4,252.7	

Manitoba Education, Citizenship and Youth

Revenue Summary

For the fiscal year ended March 31, 2007 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. **Fees:** **\$ 78.2 under 2006/07 Estimate**

Decrease relates to the Distance Learning and Information Technologies Unit due to a reduction in enrolment, and to the Manitoba School for the Deaf resulting from a decrease in enrolment, as a residential student moved to a different school, partly offset by an increase in Professional Certification due to greater than anticipated certification requests and an increase in registration fees collected from overseas schools.

2. **Canada Millennium Scholarship Foundation Pilot Projects:** **\$ 396.1 over 2005/06 Actual**
\$ 101.8 under 2006/07 Estimate

Increase reflects full year costs for the Making Education Work and the Future to Discover pilot projects in 2006/07, resulting in an increase in corresponding revenue.

Decrease reflects lower than anticipated costs related to the Future to Discover pilot project administered by the Instruction, Curriculum and Assessment Branch, resulting in lower revenue than budgeted, partly offset by higher revenue related to the Making Education Work pilot project administered by the Research and Planning Branch mainly resulting from greater payments to school divisions than budgeted and the purchase of computer equipment for three provincial locations.

3. **Minority Language Education and Second Language Instruction:** **\$ 1,068.4 over 2005/06 Actual**
\$ 4,435.3 over 2006/07 Estimate

Increase mainly relates to 2006/07 reflecting a full year of revenue as opposed to 2005/06 which only reflected 70% of a school year.

Increase mainly relates to revenue associated with special grant paid by Schools Operating Grants (16-5D-1) to the Division scolaire franco-manitobaine to recognize the unique costs of providing a French-language program, and other minor variances.

Manitoba Education, Citizenship and Youth
Five Year Expenditure and Staffing Summary by Main Appropriation
For the fiscal years ended March 31, 2003 to March 31, 2007

Main Appropriation	2002/03		2003/04		2004/05		2005/06		2006/07	
	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000
16-1 Administration and Finance	65.00	4,551.6	66.00	4,732.0	66.00	4,937.7	57.00	3,692.8	57.00	3,991.6
16-2 School Programs	274.39	24,467.6	273.39	24,794.3	264.39	24,237.6	257.39	24,572.6	257.39	25,170.7
16-3 Bureau de l'éducation française	68.00	7,887.1	68.00	8,081.0	63.00	7,791.9	61.00	8,572.5	61.00	8,405.6
16-4 Education and School Tax Credits		177,658.8		180,602.8		187,969.2		183,518.3		185,407.5
16-5 Support to Schools	52.00	766,600.6	52.00	836,933.6	51.00	843,009.2	46.00	906,048.1	46.00	961,500.5
16-6 MB4Youth	119.73	6,021.6	120.73	5,177.1	118.73	5,072.8	118.73	5,042.5	118.73	5,224.4
Sub-total	579.12	987,187.3	580.12	1,060,320.8	563.12	1,073,018.4	540.12	1,131,446.8	540.12	1,189,700.3
16-7 Capital Grants for School Divisions		24,645.0		28,057.6		54,594.2		44,967.8		77,318.7
16-8 Costs Related to Capital Assets		1,010.1		510.2		503.6		463.2		444.7
Total - Education, Citizenship and Youth	579.12	1,012,842.4	580.12	1,088,888.6	563.12	1,128,116.2	540.12	1,176,877.8	540.12	1,267,463.7

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

The following section provides information on key performance measures for the department for the 2006-07 reporting year. This is the second year in which all Government of Manitoba departments have included a Performance Measurement section, in a standardized format, in their Annual Reports. That process was begun in 2005 with the release of the document, *Reporting to Manitobans on Performance, 2005 Discussion Document*, which can be found at www.gov.mb.ca/finance/performance.

Performance indicators in departmental Annual Reports are intended to complement financial results and provide Manitobans with meaningful and useful information about government activities, and their impact on the province and its citizens.

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca.

What is being measured and how? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the most recent available value for this indicator? (D)	What is the trend over time for this indicator? (E)	Comments/ recent actions/report links (F)
1. <u>Overall student learning</u> , by measuring the high school graduation rate, which shows the percentage of high school students that complete Grade 12	Graduation rate is the most common indicator associated with school system success. It represents completion of schooling.	For the school year ending in June 2002, the graduation rate was 74.3% when adult graduates are included and 70.1% when only graduates from high schools are included.	For the school year ending in June 2006, the graduation rate was 84.2% when adult graduates are included and 75.8% when only graduates from high schools are included.	Both trends have been increasing.	MECY is focusing efforts on groups that struggle to graduate, especially students from lower socioeconomic status communities.
2. <u>Student learning in comparison to other jurisdictions</u> , by measuring results from Programme for International Student Assessment (PISA) and the Pan-Canadian Assessment Program (PCAP)	MECY participates in national and international assessments in order to compare Manitoba performance to other jurisdictions.	No baseline data is available at this time.	There were no new reports in 2006/07. Reports from both programs are expected during 2007/08.	The math results for the 2003 PISA were consistent with 2000 PISA assessment.	Generally, Manitoba students score near the Canadian average and well above average in international comparisons.
3. <u>Successful preparation for skilled employment</u> , by measuring the enrolment numbers in	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in skilled			Increasing. Enrolment in Heavy Industrial courses increased 22% from 2003/04 to 2006/07	The Technical Vocational Initiative will continue to promote trade career awareness, ensure

What is being measured and how? (A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the most recent available value for this indicator? (D)	What is the trend over time for this indicator? (E)	Comments/ recent actions/report links (F)
technical-vocational and college programs (skilled employment training)	work training is an important measure of the effectiveness of the basic education system.	1999/00 College enrollment ¹ Full time 10,452 Part time <u>597</u> Total 11,049	2005/06 College enrollment ¹ Full time 12,807 Part time <u>1,805</u> Total 14,612	with a one-year increase of 7.5% from 2005/06 to 2006/07. Increasing. College Enrollment - between 1999/00 to 2005/06, Manitoba's colleges have regular enrollment increase.	curriculum currency and relevance, and develop seamless accessibility pathways.
<u>4. Successful preparation for university education</u> , by measuring the pattern of sequential entry into Manitoba universities among current graduates of Manitoba high schools	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in universities is an important measure of the effectiveness of the basic education system.	In 2000, 4,041, or 34.0% of the 11,869 graduates of Manitoba high schools entered a Manitoba university that same year. 1999/00 University enrollment ² Full time 22,410 Part time <u>8,255</u> Total 30,665	In 2005, 4,506, or 35.8%, of the 12,572 graduates of Manitoba high schools entered a Manitoba university that same year. 2006/07 University enrollment ² Full time 30,471 Part time <u>10,091</u> Total 40,562	The 2005 rate of sequential entry is an increase over the 2001 rate of 34%. The 5-year pattern shows an increasing trend.	Manitoba's effort to increase post-secondary participation at all levels is showing success.

¹ Includes regular programs and apprenticeship. Does not include continuing education, distance education and contract training. College figures are for 2005/06, as 2006/07 data are not yet available due to the continuous intake of students during the year (July to June)

² Includes undergraduate and graduate students in regular session only (September to April)

